

ALBERTA

DEPT. OF
EDUCATION

ANNUAL
REPORT

1925-30

GOV
DOC
CA2
AL
ED
A56
20th-25th
1925-1930

GOV PUB

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



Universal Bindery Ltd.
BOOKBINDING — GOLD LETTERING
Edmonton, Alberta

TWENTIETH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1925

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON:
Printed by W. D. McLean, Acting King's Printer
1926

UNIVERSITY
OF ALBERTA LIBRARY



ANNUAL CONFERENCE OF DEPARTMENTAL OFFICIALS WITH THE MINISTER OF EDUCATION.

DEPARTMENT OF EDUCATION,
EDMONTON, DECEMBER 31, 1925.

To His Honour
WILLIAM EGBERT,
Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of
the Department of Education for the year 1925.

Your obedient servant,

PERREN BAKER,
Minister of Education.

CONTENTS

	PAGE
I. Letter of Transmission.....	5
<i>Hon. Perren Baker</i>	
II. The Deputy Minister:	
(1) Report of Deputy Minister.....	11
<i>J. T. Ross</i>	
(2) Report of Secretary of Department.....	15
<i>M. M. O'Brien</i>	
(3) Report of Inspector of High Schools.....	19
<i>J. A. Smith</i>	
III. Supervisor of Schools:	
(1) General Survey, Supervisor of Schools.....	24
<i>G. Fred McNally</i>	
(2) Report of Registrar.....	30
<i>H. J. Spicer</i>	
(3) Report of Provincial Normal School, Calgary.....	37
<i>F. W. Coffin</i>	
(4) Report of Provincial Normal School, Camrose.....	47
<i>A. E. Torrie</i>	
IV. Chief Inspector:	
(1) Inspection in Alberta.....	50
<i>G. W. Gorman</i>	
(2) Attendance.....	85
<i>D. C. McEachern</i>	
V. Report of School Libraries and Free Readers Branch.....	89
<i>W. H. Noble</i>	
VI. Report of Debenture Branch.....	94
<i>A. Scofield</i>	
VII. Technical Education:	
Report of the Director of Technical Education and Principal of the Institute of Technology and Art.....	97
<i>W. G. Carpenter</i>	
VIII. General Statistics.....	105
<i>I. V. Hall</i>	
Index.....	138

EDMONTON, ALBERTA,
December 31, 1925

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1925. It contains reports from the Deputy Minister, Supervisor of Schools, Chief Inspector of Schools, High School Inspector, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School Principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the Library and Debenture Branches. The statistics dealing with the attendance of pupils at the public, separate and private schools of the Province, are for the school year commencing July 1st, 1924, and ending June 30th, 1925. The financial and departmental reports refer to the year ending December 31st, 1925.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister of Education.

REPORT OF THE DEPUTY MINISTER OF EDUCATION

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR.—

I have the honour to submit for your consideration the report of the Deputy Minister of Education for the year 1925.

The total enrolment of pupils in all the public and separate schools, during the school year 1924-25, was 147,796, an increase of 423 above that of last year. The total enrolment in private schools was 2,104, or 43 more than in the previous year. The total number of teachers employed in the public and separate schools during the year was 4,864, of which 25.9% were males and 74.1% females. The average period of operation during the year was 184.71 days, or an increase of .03 days above that of last year. The average monthly percentage of attendance of all children in the Province was 87.44%, or .19% above that of last year. This indicates that steady progress is being made, as the pupils were in school a slightly longer period than in any previous year, and the attendance was more regular.

The total number of candidates writing on the Departmental Examinations in 1925 was 19,313, or more than twenty-five times the number that wrote on the Departmental Examinations in 1906. The increase in the number of students writing on the examinations this year was 3,066 above that of last year, or two less than four times the total number of students who wrote on Departmental Examinations in 1906. The total number of sub-examiners who read and valued the answer papers of the students was 246, and the number of chairmen of groups, who devoted all their time to checking the work of the sub-examiners, was 27.

In order to call your attention to the remarkable growth of secondary education since the Province was established, and especially the progress made during the last five years, I have prepared the following table which shows the increase in the number of students doing work in grades above the eighth, and the increase in the percentage of high school students in attendance at our schools.

Year.	No. of High School Students.	Percentage of Total Enrolment.
1905.....	585	2.41
1910.....	2,088	3.77
1915.....	5,233	5.38
1920.....	9,148	6.74
1925.....	14,713	9.955

The new course of study is gradually coming into effect. It was in effect in the first two grades of the high school during the school year 1924-25, and was extended to include all the high school grades in September of 1925. It takes considerable time for teachers and

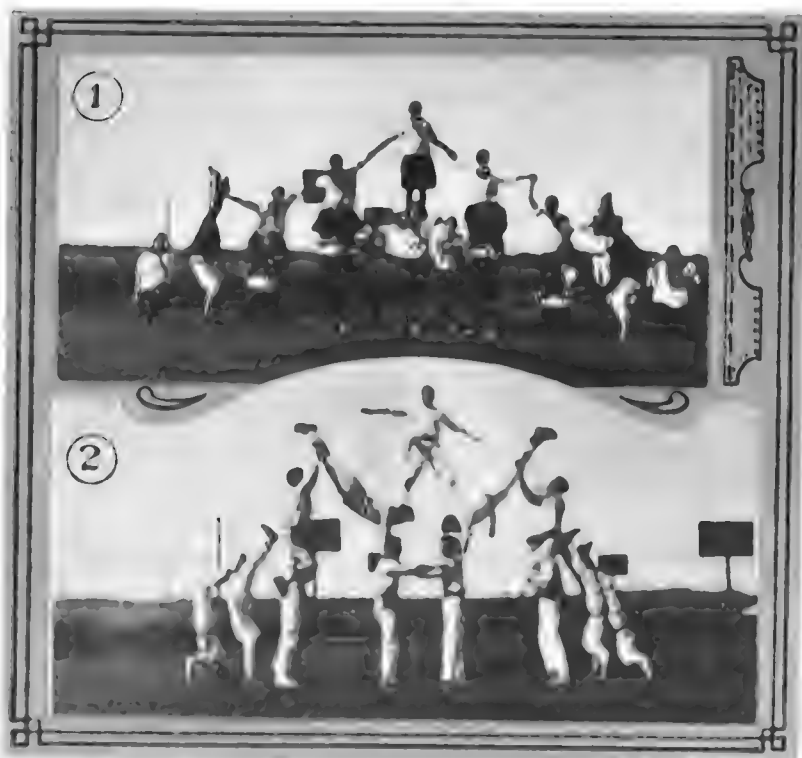
students to interpret and handle a new course of study, and this fact was noticeable last year. This year the work was much more satisfactory, and I feel sure that in another year the courses will be fully mastered. The new course requires students to take a higher percentage on each paper than formerly, and this demands very careful preparation on their part. The number of subjects that a pupil of average ability should undertake to cover is—in the first year six, the second year seven, and the third year eight. Notwithstanding the fact that the committee that compiled the course advocated this, many students endeavour to cover at least one additional subject each year. This is a mistake in all cases except where the pupil has exceptional ability. Many students suffer by attempting to take more work than they can master, and therefore obtain fewer credits on the examination than they would obtain by devoting their time to a thorough preparation of fewer subjects. The teachers and students, however, will, through time, work out a satisfactory solution of this problem.

The number of students enrolled in the Calgary Normal School in September, 1924, was 357, and the total number enrolled in September, 1925, was 453, or an increase of 96. In order to provide for this extra enrolment it was necessary to add three teachers to the staff of that institution. The total attendance at the Camrose Normal School, during the fall term of 1924, was 247, and during the fall term of 1925 was 304, or an increase of 57. This makes a total increase, in the number of teachers-in-training, of 153. The academic requirements for students entering the Normal Schools have been raised of late, and at present no student is admitted unless he has been successful in passing in all subjects of either the Grade XI or the Grade XII Departmental Examination.

The supply of teachers is now equal to the demand, and it is not necessary to grant provisional certificates, except in the case of teachers who are selected by school boards in outlying districts, where salaries are low and living conditions undesirable. Fourteen per cent. of the teachers in the schools of this Province in 1920 held only provisional certificates; in 1925 less than 1% were granted such certificates. Of regular teachers' certificates, 843 were issued in the year 1920, 46% of these being issued to teachers trained in Alberta. Nine hundred and forty-two certificates were issued in 1925, 76% of these being issued to Alberta-trained teachers. It is therefore very evident that in the near future a sufficient number of teachers will be trained each year in our own Normal Schools to meet our demands.

There has been very marked progress made in education in the rural school districts of the Province. The boards of trustees of sixteen rural schools that had an enrolment, during the year, of more than sixty-five pupils decided either to build a two-roomed school or to reconstruct their one-roomed school, by adding to it and making it into a two-roomed school. At least twelve of these have been opened during the year, and in all cases the new buildings are well constructed, and present a good appearance. The schools will be so graded that the pupils will be able to cover all the work up to and including Grade X. In the past these schools were overcrowded, and

the teacher was not able to give attention to the pupils in the higher grades, without depriving the junior pupils of much-needed instruction. Very slow progress was made by the students, and in many cases pupils left school before completing the fifth grade. These new conditions will give every student an opportunity to complete the eighth grade before leaving school.



(1) and (2) PHYSICAL TRAINING AT GRANDE PRAIRIE
HIGH SCHOOL.

Many inquiries concerning the organization of rural high schools, and the work done in these schools, have been received. In many parts of the Province the boards of trustees of districts interested in educational problems have taken preliminary steps to organize this type of school. The demand for higher education in the rural districts is persistent, and the desire to give the children this higher education during the time they are under the parental roof will result in the organization of rural high schools in many parts of the Province. I fully expect that there will be a large number of these schools established within a few years.

The demand for the correspondence courses which were introduced by the Minister of Education, in the autumn of 1924, has grown very rapidly, and many students from territory that has not been organized into school districts, and those living in school dis-

tricts where the school does not operate during the entire year, are taking advantage of these courses. More than 700 students have been enrolled since the work was initiated, and they represent all grades from I to VIII inclusive. In 1925 a number of these students were successful in passing the Grade VIII Examination with a creditable standing, while others made satisfactory progress in the other grades. Good results are obtained in every case where the parents of the pupil co-operate with the Department of Education, and see that the work is done carefully and promptly. In cases where the parents are not in a position to oversee the work of the children, the progress is slow, but the effort put forth by the children is well rewarded.

In conclusion I wish to state that real and substantial progress in education was made during the year, and this progress was especially noticeable in the rural districts. There is every indication that this progressive era that has set in will continue for a number of years, and that rapid progress will be made in 1926.

I have the honour to be, Sir,

Your obedient servant.

J. T. Ross.

Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the following report for the year 1925, covering those phases of the work of your Department for which I am directly responsible under the Deputy Minister.

The responsibility for the education of the deaf and blind children of this Province rests with the Department of Education. As in former years these children were educated in institutions outside the Province: the Manitoba School for the Deaf, at Winnipeg, Manitoba, the Ontario School for the Blind, at Brantford, Ontario, the Institute for the Deaf, Montreal, the Institute for the Blind, at Montreal, and the School for the Deaf and Blind, at Point Grey, British Columbia.

During 1925 there were 42 pupils from this Province in attendance at the Manitoba School for the Deaf at Winnipeg. Three students completed the prescribed course during the June term, and did not return for the next Session. Four new pupils attended during the December term for the first time, and one boy returned for an additional year's training. Ten students attended the Ontario School for the Blind during the first term and nine during the second term. Two students who attended the first term did not return for the next Session, but one new pupil commenced in September. Five pupils attended the Institute for the Deaf at Montreal, but one of these completed her course at the close of the June term and returned home. There was one boy only at the Institute for the Blind at Montreal. There were two pupils at the School for the Deaf and Blind at Point Grey, British Columbia, during the first term; one of these completed her studies during the June term and did not return. At the opening of the December term the deaf and blind girl returned to this Institution. Two blind students, one of whom had attended at Brantford during the first term, and one deaf student also entered this school for the first time.

The sum of \$38,431.01 was expended by the Province for the education of the children thus handicapped. This money was expended as follows:

Manitoba School for the Deaf.....	\$28,851.91
Ontario School for the Blind.....	3,090.70
Institute for the Deaf, Montreal.....	1,485.00
Institute for the Blind, Montreal.....	300.00
School for the Deaf and Blind, Point Grey, B.C.....	1,600.00
Railway Transportation.....	2,807.49
Incidentals.....	295.91

In addition to the expenditures outlined above a grant of \$5,000.00 was made to the Canadian National Institute for the Blind.

ADULT BLIND.

The Canadian National Institute for the Blind undertakes to give assistance in various ways to the adult blind of the Province, and the above grant is to assist them in this work. Miss Leatham, with headquarters in Vancouver, is responsible for the work done in this Province. Within the Province there are two Home Teachers working under the direction of the Institute: Miss A. J. Fisher, Edmonton, in charge of the northern portion of the Province, and Miss R. A. McKellar in charge of the southern portion. These two teachers visit the homes of the adult blind and give instruction in various branches. A certain amount of instruction is given in Braille and New York point, in order that the students may read simple compositions. Instruction is also given in music, and in certain forms of work that will enable the students to produce articles that may be sold. This instruction is in such subjects as Basketry, Knitting, Netting and Caning. A certain amount of actual relief is also extended by the Institute to the adult blind. The Institute extends to all those registered with it the use of the Library, which is a great advantage to those who are able to read.

According to statistics furnished by the Canadian National Institute for the Blind there are in the Province 259 blind persons, 168 males and 91 females. Of this number 186 are adult and 73 are minors. Ninety of these are able in some measure to read the point or raised systems designed for the use of the blind. There are 12 returned men in the Province who are blind or partially so. Five of these have partial vision, and seven can read point or raised print.

SUBNORMALS.

The special assistance given to districts providing classes for subnormal students was continued in 1925. The total amount of this special grant was \$4,177.53, distributed as follows:

Location	No. of teachers	No. of pupils	Ages	Amount of grant paid
Edmonton.....	2	23	8-16	\$1,510.03
Calgary.....	2	42	8-16	1,930.00
Lethbridge.....	1	16	8-15	737.50

LOANS TO NORMAL STUDENTS.

The policy of making advances to students to enable them to complete a Normal School course was continued. Every effort was made to reduce the amount advanced to each student. In order that these teachers would not be handicapped with too large a loan during their early teaching years, only such students as found it impossible to secure funds in any other way were granted these loans. During the year 1925 the total amount loaned to these Normal School students was \$91,954.50. This amount was considerably in excess of that of previous years, due in a great measure to the large number

who applied for loans during the 1924-25 Session of the Normal School, and to some extent to the large class of the 1925-26 Session. I might point out, however, that while this amount advanced is large, yet during 1925 the collections on outstanding loans was also quite large, amounting to \$102,858.62 on the principal and \$11,942.21 interest.

The following table gives information regarding these loans for the different Sessions of the Normal Schools since the policy was instituted:

1919-20 Class—	
413 students—215 loans—52%—Total loaned	\$54,410.00.
	Average loan \$253.00.
1920-21 Class—	
411 students—181 loans—44%—Total loaned	\$61,745.00.
	Average loan \$341.00.
1921-22 Class—	
636 students—332 loans—61.9%—Total loaned	\$111,210.00.
	Average loan \$335.00.
1922-23 Class—	
984 students—657 loans—66.7%—Total loaned	\$228,437.50.
	Average loan \$347.00.
1923-24 Class—	
648 students—230 loans—34.7%—Total loaned	\$77,978.75.
	Average loan \$339.00.
1924-25 Class—	
637 students—287 loans—45%—Total loaned	\$102,740.00.
	Average loan \$357.00.
1925-26 Class—	
771 students—335 loans (to date)—43.4%—Total applied for	\$111,291.00.
	Average loan \$332.21.

LOANS TO SCHOOL DISTRICTS.

As stated in a previous report, due to the favorable conditions in 1923, the school districts that had loans from the Department repaid, during 1924, a large amount of the principal borrowed, and other districts asked the Department for loans to the extent of \$8,178.98 only. During 1925, however, it was found necessary to make loans to school districts in the Province to the extent of \$41,815.26. During the year quite a large amount was repaid by these school districts, the total amounting to \$20,440.98 principal and \$11,190.38 interest. At December 31st, 1925, the amount of principal outstanding on these loans was \$505,991.82, but interest charges had been reduced to \$104,061.13, making a total of principal and interest due at that date of \$610,052.95.

OFFICIAL AUDITORS.

There were 833 Official Auditors for the year 1925. The work of the majority of these Auditors was very satisfactory, and as a result of the increased efficiency of these officials the number of cases where funds of school districts are not properly handled is decreasing each year. All rural and village school districts in the Province are bonded through the Department with a recognized Bond Company. Practically all of the shortages are discovered by the Auditors, and in many cases when these shortages are brought to the attention of the school officials, immediately at the close of the year in which they occur, very little difficulty is experienced in adjusting them. Where,

however, Auditors fail to discover the shortage when the audit is made, it is difficult, when it is eventually discovered, to recover the amount in question from the official responsible, and then recourse is had to the Bond Company.

The number of such claims presented is a correct indication of the honesty and efficiency of the secretary-treasurers, and of the efficiency of the Official Auditors. The year 1924 was a particularly good one from this standpoint, as the shortages that could not be adjusted locally totaled \$3,559.04. The Bond Company paid this amount to the school districts in which shortages occurred. In 1925 shortages that could not be adjusted were discovered in ten school districts. The total amount of shortage in the ten school districts was \$2,668.35. In each case the Bond Company paid the entire amount of the shortage as determined by a special audit of the books.

I have the honour to be, Sir,

Your obedient servant,

M. M. O'BRIEN,

Secretary of the Department.

REPORT OF INSPECTOR OF HIGH SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of my inspection work in the secondary schools of the Province during the year 1925.

The following schools were inspected twice during the year: Vegreville, Camrose, Wetaskiwin, Ponoka, Lacombe, Red Deer, Olds, Didsbury, Banff, Drumheller, Hanna, Okotoks, Vulcan, High River, Nanton, Macleod, Coleman, Magrath, Cardston, and Irma (Rural).

The following schools received one inspection: Vermilion, Innisfail, Stettler, Coronation, Carstairs, Youngstown, Taber, Raymond, Pincher Creek, Blairmore, Medicine Hat, Lethbridge, Edmonton (Public and Separate) and Calgary (Public and Separate). E. L. Fuller, B.A., Inspector of Schools, Wetaskiwin, and F. S. Carr, B.A., Inspector of Schools, Medicine Hat, assisted me in the inspection of the Edmonton and Calgary high schools. The contribution that these men made to the work of city inspection was very valuable and much appreciated by the teachers. I am convinced that this policy of city inspection is working out in the best interests of the schools, each man having specialized skill, training, and experience in the department of work assigned to him.

The teaching efficiency in secondary education has shown little improvement during the past year. There has been an increase in scholarship but a decrease in experience and training. Of the 210 teachers inspected during the year, 181 are University graduates holding First Class or Academic certificates; 26 have First Class standing, and three hold Second Class standing. The scarcity of male teachers with sound scholarship, experience, administrative ability, and adequate inspiring leadership is rather serious. Many of the town school boards are willing to pay a very liberal salary for the services of a capable Principal, but meet with much difficulty in securing the type of man that they desire. There seems to be little incentive for the young man with ability and vision to enter the teaching profession. The remuneration offered him after nine years of study in the High School, University and Normal School does not make the profession very attractive. While the efficiency of the town high schools leaves much to be desired it would be a mistake to give the impression that they are on the down grade. They are as efficient as may be expected when full account is taken of conditions and the fact that so many of the teachers employed are immature and have little experience. The city schools are as a general rule manned by staffs of scholarly and experienced teachers who have the opportunity of benefitting from the experience of those with whom they are associated in the same phase of school work.

The high school enrolment of the Province shows considerable increase over that of last year, but the accommodation and school facilities have not kept pace with this increased attendance. In the city schools, and in many of the town schools, the limit of congestion has been reached and the student load per teacher is so great as to demand immediate attention. This congestion is more serious in the junior grades. With from forty to fifty Grade IX students in one class-room it is impossible for the most capable teacher to do effective work. In laying a sound foundation in the language and mathematical subjects, or in fact in any subject of the Grade IX course, each student should be reached during each class period and his day's efforts in each subject should be helpfully supervised. I have in mind a town school in this Province where fifty-five Grade IX students were accommodated in one room at the beginning of the past school year. At the end of the school year fewer than thirty wrote on the Departmental Examinations. The others, through lack of helpful supervision of work, which was much needed, became discouraged and left school. This is an extreme case of a general condition that exists in many of our city schools. This policy of overcrowding class rooms will undoubtedly not lead to improvement in the quality of the school work, nor to a reduction in the proportion of student failures.

The new Course of Studies is now in operation in the four years of high school work. The Fourth Year or Grade XII Course is working out very satisfactorily. There is a sufficient amount of elasticity in this course to enable a student to select the eight units of work that he or she feels competent to handle. Suitable text books have been selected, which cover in a broad way the requirements of each unit of work. During the year I heard of no adverse criticism with respect to this course. The Grade XII work of this Province is of a very high standard and any student who meets successfully the requirements of this course will have a sound educational background for the future work that he desires to undertake. Our Grade XII examination results last year were most encouraging and I anticipate an equally high record this year.

Few weaknesses have been found in the Third Year or Grade XI Course. During the early part of the year there was considerable dissatisfaction experienced with respect to the Geography course. No text book had been authorized and the teachers in the smaller schools, with the time at their disposal, had great difficulty in collecting material for the students. Your Department has since published a very helpful manual which should be much appreciated, both by students and teachers. The Arithmetic course is causing considerable worry. The teachers handling this subject find that the majority of the students have not the necessary thorough background to handle successfully the course prescribed. There seems to be throughout the Province a very strong demand for two years of Arithmetic in the high school. Raising the standard of the Grade VIII course in Arithmetic might meet this demand. Experienced, capable, and conscientious teachers are meeting with good success in the presentation of the remaining units of work.

There has been more direct and possibly more justified criticism

of the Courses outlined for the two junior years. The criticism, which is province-wide, of the Grade IX work is not directed to the content of the course but to the lack of preparation of too large a percentage of the students to meet the requirements of this course. The teachers handling Grade IX work are experiencing greater difficulty this year than in the past two years in laying a sound foundation in the basic work of subjects that require some initiative and power to reason. It seems to me that an effort should be made towards articulating more effectively secondary education with elementary education. The course in General Science is not functioning as it should in a great many schools. This is not the fault of the course. The subject is too often looked upon as a subject that can be handled by any teacher with or without any special aptitude or any special training for science work. Many of these teachers do not fully realize the purpose of the course. The teacher should supply the opportunities for the students' actual contact with materials that have a real significance in their lives, contacts that result in keen interests, appreciation and power. For the course to have maximum value the experience of the students should be markedly different from those that are furnished by books, diagrams, and detailed notes, such as too frequently make up the content of lessons in this subject. The course was intended as a place of departure into specialized fields of science. In the majority of schools the English subjects of the first year are quite capably handled. The History course requires the most careful and helpful organization of content. The average immature Grade IX student can do very little independent work, on account of lack of ability to interpret intelligently the content of the text. This accounts for the many failures in the subject of History in our smaller high schools.

The general feeling throughout the Province is that the Grade X course is too burdensome. This is possibly true with respect to three subjects—History, Latin and Art. Your Department is already considering adjustments in these subjects. In too many schools the organization is the cause of much of this dissatisfaction. In these schools an attempt is made to cover, during the second year, the second unit of one language, the first unit of the other, and the second units of the two mathematical subjects, Algebra and Geometry. The study of one of these mathematical units should be left for the third year and an opportunity given during the second year for the emphasis of the language subjects.

So far our new Programme of Studies has pre-empted the field of Physical Education without occupying it. It was the firm belief of the Revision Committee that the modern high school owes a duty to the health of the adolescent youth of this Province as a fundamental element of education. It was also the belief of this Committee that this duty is possible of fulfillment. In order to insure the preservation of health and the educational point of view in physical exercises, the administration of Physical Education should be lodged in the hands of educational authorities exclusively. No narrow policy of Cadet Training should be substituted for a broad programme of fundamental health activities. I was much encouraged by the programme of physical training carried out in the high schools of Edmonton. Each school has teachers on the staff capable of han-

dling physical training work with both boys and girls, and the subject has a dominant place on the daily programme. The School Board of Medicine Hat also fully realizes the value of this work.

I am much pleased with the encouragement and help that your Department has given during the past year towards organizing rural high school districts, and thus bringing secondary education nearer to the boys and girls of the rural districts. The rural high school at Irma has been under my inspection for the past three years and I am therefore in a position to appreciate the full value of this school to the community. Apart from the more efficient instruction and supervision of work that the students receive than they would receive in the elementary rural school, these rural high schools should tend to reduce urbanization, and to make a more happy and unified family life.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,

Inspector of High Schools.



KING EDWARD SCHOOL, EDMONTON.

This school won the cup for the best kept grounds in the annual city competition.

REPORT OF SUPERVISOR OF SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of the Supervisor of Schools for the year 1925.

TEACHER TRAINING.

Attendance at the Normal Schools for the academic year 1925-26 is considerably higher than for the past two years. On December 1st the total number of teachers-in-training at the two schools was 757. This represents an increase of approximately 150 over the preceding year. These students are classified as follows: Special Class 32, First Class 266, Second Class 459. It is expected that these accessions to the ranks of the teaching profession will be adequate to meet all needs for the current year.

It is no longer possible to secure admission to the Normal Schools unless the applicant has a clean sheet so far as his academic training is concerned. As a result of this higher standard the Normal School authorities report a better quality of material with which to work and correspondingly better results being secured.

THE EXAMINATIONS BOARD AND EXAMINATION PAPERS.

The Supervisor of Schools is a member of the Examinations Board and performs such duties as may be assigned him by the Board. One of the most important of these is the revision of examination papers. For many years the Board has required that all examination papers, before being printed, be carefully considered by a revision committee and passed upon by it. In this way errors are eliminated and the interests of the candidates protected. Since the inauguration of this plan the writer of this report has acted as chairman of the revision committee for the English papers.

READING COURSE FOR TEACHERS.

During the first week of May the question papers on the books for Prescribed Reading were mailed to 822 teachers throughout the Province who had notified the Department that they wished to complete this requirement for their Permanent Certificate. Of this number the following submitted answer papers and received credit: Second Class Interim 494, First Class Interim 207, Academic Interim 24. The remaining 97 teachers either did not write on the tests given or failed to obtain a sufficiently high grading on the answer papers sent in.

SUMMER SCHOOL FOR TEACHERS.

The thirteenth session of the Summer School for Teachers was held at the University of Alberta, Edmonton, from July 6th to August 8th, with an attendance of 360 in the courses offered by this Department, and 103 in those offered by the University. With the exception of a few students who were enrolled for subjects of Grades XI and XII, all of these 360 students were engaged during the previous term in the schools of this Province, or adjoining provinces. Of this number six were from British Columbia, two from Saskatchewan, and seven from private schools in Alberta.

An appropriation of \$3,500.00 was made by the Government for the carrying on of the Summer School during 1925, and of this amount \$3,448.50 was repaid in fees collected from the students in attendance. These fees ranged from \$5.00 to \$12.00 according to the number of courses being taken by each student.

Eleven teachers completed the second year in primary work and were granted an Elementary Certificate in Primary Work, the requirement for which includes the following courses:

1st Year—Primary English I, Child Psychology I, Rhythmical Games, and Industrial Art Methods I.

2nd Year—Primary English II, Child Psychology II, Primary Music, Curriculum and Organization, and Elementary Science I.

Twenty-nine teachers with Second Class Certificates and Grade XII standing, or its equivalent, were successful in completing the course for a Certificate of the First Class. This course includes lectures in Educational Psychology, Administration and Problems, and one elective 80 minute course from the regular program.

Ten teachers who had completed their University work subsequent to their Normal training were enrolled in the course to qualify them for an Academic Certificate. This included lectures in the following: Principles of Secondary Education, Teaching English in High Schools, and Educational Measurement, and one elective 80 minute course.

In the Mathematics and Science courses of Grades XI and XII, which were offered for students wishing to write on the Departmental examinations in September, the attendance was as follows:

GRADE XI—

Algebra	22
Geometry.....	14
Physics	20
Chemistry.....	21

GRADE XII—

Algebra	24
Geometry.....	9
Trigonometry.....	20
Physics	20
Chemistry.....	10

CORRESPONDENCE COURSES.

Interest in the correspondence courses offered by the Department for the education of children in isolated districts throughout the

Province continued and even increased during the year 1925. At the close of the year there were more than 700 pupils enrolled for this work. Five hundred of these are completing their work regularly and forwarding written exercises to the Department from time to time. Of course not all make equally good progress. So much depends on the enthusiasm of the pupils themselves and on the encouragement which the students get at home. Of the present enrolment approximately 150 are in Grade I, and 30 in Grade VIII. The remaining number is distributed throughout the intervening grades.

It has never been the aim of the Department to give a sufficiently intensive course to the pupils in Grade VIII to enable them to complete the regular examination, since we have always felt that the correspondence course at best was a poor substitute for actual classroom instruction. However, eight of the students who took the work last year wrote on the Departmental examinations in June and passed the high school entrance tests.

The following are excerpts from letters received from parents and pupils with reference to the benefits received from the courses:

"We thank you very much for your letter, etc., and for the personal interest you seem to take in the pupils."

"I received work for Charlie from Edmonton last summer, then took him to town in December. He went to school and out of forty pupils passed second, being one mark behind the first boy. Thanking you for the trouble and care which you have taken on behalf of my boy."

"Please accept my very best thanks for all the trouble you had getting the literature and lessons together for our school at home. You have helped me more than I can tell you."

"I wish to have your lessons by mail this winter for my two children in Grades VII and VIII. We had your lessons last winter and we liked them fine. I know they were a great help and they kept the children busy."

"Her teacher says she is up to any child of her age in Grade III. Her reading is excellent and she has been top of her grade. I have much admiration for the Course of Study. I am really writing to thank you exceedingly for your courtesy and the very useful help received."

"I know I could not have got along so well at school if I had not had such good lessons from you."

"She [the pupil] studied at home last year through your course and came out near the top of the grade."

"Thank you for your kindness in corrections and suggestions. I hope I shall get through this summer. I have been doing quite a lot of work anyway. I think the course this winter has helped me very much." —(This pupil passed the Grade VIII Examination in June, 1925. Has never attended school.)

"I wish to express my appreciation to you for the interest you have taken in sending home lessons to Jessie. I have benefited by the studies."

It is evident from the above that the service rendered through this branch of the Department is greatly appreciated, both by parents and pupils, and has been of very real value to many children deprived of regular school privileges. Not only is it the aim of those directing the correspondence work to cover all the work in the various subjects required for each grade, but special attention is paid to the writing, spelling and expression of the correspondence pupils. Naturally when children are required by the circumstances of the case to put all their answers in writing they get more training in expression than children of similar standing in regularly organized schools.

No service inaugurated by this Department in recent years appears to be so generally appreciated or to be giving more real value.

PROGRAMMES OF STUDY.

At midsummer the Courses of Study for the third and fourth years of high school were authorized for use during the academic year 1925-26. At the present time all revised courses throughout the elementary and secondary schools are in actual use. Doubtless some weaknesses will appear in the courses now being tried for the first time, which will need to be eliminated later. On the whole, however, it seems fair to say that the Unit system and the smaller number of subjects assigned per year are both proving very popular and are resulting in a higher standard of work being attained on the part of all pupils.

When the final report of the Secondary School Committee was presented, the course in Physical Training and Physiology and Hygiene for the high school grades had not been completed. Steps are now being taken to have this outline put in final shape for use at the opening of the fall term in 1926.

For many years the School Act has authorized the giving of a Primary course in French in districts where a number of children were of French extraction. During the year a committee drafted the outline of a course in order that there might be uniformity of instruction and in text-books throughout all the schools where this course is offered in the Province.

TEXT-BOOKS.

All the text-books required for the new Course of Studies in use in the elementary school have now been authorized with the exception of the Grammar, and Industrial Art books, the manuscripts of which are now under consideration. Early in the year the special Grammar committee considered manuscripts of five text-books in Grammar for use in the elementary school. The choice finally narrowed down to two, but the division of opinion in the committee was so pronounced as between the two that decision was deferred until 1926. Some of those submitting manuscripts undertook to revise their material and re-submit it later. The revisions have been received and are now in the hands of the committee. The new Public School Grammar will be ready for use at the opening of the fall term.

During the year the following new books were introduced into the schools:

"Studies in Citizenship"—McCaig.

"Physiology and Hygiene for Public Schools."

"A New History of Great Britain and Canada"—Wallace.

"A New Geography."

In the secondary schools the new course in History for the third year required the introduction of a new text in Canadian History as well as a text in Economics. To meet this demand "A History of Canada" by Grant, and "An Introduction to Economics," by Mac-

Gibbon were adopted. A new Arithmetic entitled "A Canadian High School Arithmetic," by Stanley and Smith, was selected to meet the requirements of the new course in Arithmetic. The authors of this text are Alberta men and the book is being well received.

After searching weeks for a suitable text in Industrial and Commercial Geography the committee was compelled to report that it could find no text which would answer our purpose. The Department thereupon commissioned M. J. Hilton of the Edmonton Technical School to prepare a Manual for use in the Geography classes. This Manual is now being generally used and will answer the purpose of a text-book for a time at least. In the fourth year new texts were introduced in Physical Science and Biology.

At the present time the Department has under consideration manuscripts for a new High School Composition, a modern History for History 4, and a text in Grammar for English 3. With the selection of these books the matter of text-books for the schools of Alberta will be pretty well settled for the next few years.

CONVENTIONS.

The Annual meeting of the Alberta Trustees' Association was held in Calgary during the first week of February. There was a satisfactory attendance of Trustees, an interesting programme and lively discussions. While the Alberta Association is not as large as that in Saskatchewan it is undoubtedly making its contribution to the solution of school problems in this Province.

During Easter week the Annual meeting of the Alberta Educational Association was held in Edmonton. The visiting speaker for this meeting was Dr. C. A. Prosser, Director of Dunwoody Institute, Minneapolis, Minnesota, and Chairman, Federal Bureau for Vocational Education. Dr. Prosser stressed the vocational side of education and brought his point of view very vividly before the educators of Alberta. His addresses were thought provoking and stimulating.

The usual District Conventions were held during the months of October and November. The Department co-operated with these in every way possible.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,
Supervisor of Schools.



(1) and (3) VIEWS OF NEW SCHOOL BUILDING, WESTLOCK
CONSOLIDATED S.D. No. 70.
(2) FIRST BUILDING IN SAME DISTRICT.

REPORT OF REGISTRAR

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the following report of the Registrar's Branch of the Department of Education for the year 1925. The work carried on in this branch may be divided into three parts, Examinations, Certificates and Teachers' Bureau.

DEPARTMENTAL EXAMINATIONS.

The annual Departmental Examinations for Public School Leaving and High School grades were held from June 22nd until June 30th, 1925. Written tests were provided for Grades VIII, IX, X, XI and XII, also for students taking Commercial subjects. These examinations were carried on in one thousand, eight hundred and four different centres throughout the Province, and there was a total of seventeen thousand, four hundred and forty-seven candidates in all grades.

In addition to the regular June Examinations, the Department furnishes a special examination in May for Matriculation students only and a supplementary examination in September for students of Grades XI and XII who may have failed on one or more subjects at the June Examinations. The May Examination was held in three centres only and twenty-eight centres were provided for those writing in September. Three hundred and twenty-six candidates wrote on one or more subjects in May, and one thousand, five hundred and forty wrote in September, making a grand total of nineteen thousand, three hundred and thirteen candidates at the three examinations.

During the year 1925, the unit system of promotion was introduced in the First and Second Years of the High School course, that is to say, a student writing on promotion examinations was granted credit on each unit on which he obtained 50% of the total number of marks, in these two grades. Promotions in Grade XI and XII were continued on the old basis of 50% of the total number of marks with no subject below 40%, while in Grade VIII candidates who secured 50% on the full examination, with no subject below 34%, were granted promotion.

The subjoined table indicates in detail the number of candidates in each grade and the number of successes and failures. Out of a total of seven thousand, six hundred and twenty-one candidates for Grade VIII, five thousand and ninety secured standing which entitled them to a Grade VIII diploma. Out of four thousand, six hundred and fifty-four candidates in the First Year High School course, only eighty-seven failed to secure credit in at least one unit, while the others secured credit in one or more units of the course. Out of two thousand, seven hundred and seventy-six candidates in the

Second Year, only one hundred failed entirely, the balance securing credit in one or more units. Candidates for Grade XI or Grade XII standing who failed in not more than one subject of the course, were granted what is known as "conditioned" standing, as shown in the table. Students in these two grades will henceforth be promoted under the unit system and will be entitled to credit in each unit on which they may obtain 50% of the total marks possible.

CERTIFICATES.

Professional or Permanent Certificates are granted to teachers after they have completed at least one year's successful service in the schools of this Province, as shown by the reports of our Provincial Inspectors, and have completed a prescribed course of reading. The total number of Professional Certificates granted during the year was five hundred and eighty-seven, of which thirty-one were of Academic rank, one hundred and sixty-seven First Class and three hundred and eighty-one Second Class.

Interim Certificates are granted to teachers who successfully complete a course of training in one of our Normal Schools and to teachers coming to Alberta from elsewhere whose standing is satisfactory. Temporary Third Class Certificates may be granted to persons whose work at the Normal Schools is not entirely satisfactory to the staff, and to teachers from elsewhere whose academic or professional qualifications may not be fully equivalent to the standard prescribed in this Province. During 1925, eight hundred and sixty-three Interim Certificates were issued, and seventy-nine temporary Third Class Certificates, of which number seven hundred and twenty-three were granted to persons receiving their training in this Province.

The demand for Provisional Certificates or Permits shows a considerable decrease over previous years, only sixty-five certificates of this class having been issued during the year 1925. Most of these were for short periods only, since these Provisional Certificates terminate at the end of each school term. Since the opportunity for untrained persons to secure employment in our schools is now greatly restricted, practically all persons desiring to take up the work of teaching, are finding it advisable to enter one of our Normal Schools and complete the necessary course of training for a regular teaching certificate. The table submitted herewith gives details concerning the number of certificates granted to all teachers during the year and the grade of certificate granted in each case.

TEACHERS' BUREAU.

The Teachers' Bureau continues to function as in former years and renders very acceptable service to both school boards and teachers in furnishing information concerning vacancies in school districts to prospective teachers who may have applied for positions, or in furnishing school boards with lists of teachers who desire employment. Where schools are somewhat isolated and the mail service is poor, boards find it exceedingly difficult to secure suitable teachers by correspondence, and in such cases the work of the Teachers' Bureau is of great assistance and is much appreciated. As the supply of teach-

ers holding regular certificates is now fully adequate for all demands, there no longer exists any reason for a school board failing to operate the school on account of inability to secure the services of a trained teacher.

As there are now over eight hundred teachers in training at our two Normal Schools at Calgary and Camrose, it would appear that the supply of teachers is fully guaranteed for the near future and it may be that during certain seasons of the year the supply will exceed the demand. It is pleasing to note that the average salary being paid in Alberta continues at about \$1,000.00 per annum in rural schools, and that school boards in many districts continue to pay a much higher rate. This would apparently indicate the desire of school boards to pay adequate remuneration to teachers who render satisfactory service and it is hoped that the financial conditions throughout the Province will make it possible for all school boards to pay their teachers an adequate salary and operate their school for the full term.

I have the honour to be, Sir,

Your obedient servant,

H. J. SPICER,
Registrar.

ACADEMIC EXAMINATIONS, 1925.

GRADES.	No. of candidates.	No. of successful candidates.	No. grant- ed con- ditioned standing.
Grade VIII.....	5,957	3,426	...
Grade XI.....	2,009	715	355
Grade XII.....	533	277	124
Commercial (First Year).....	279	159	...
Commercial (Second Year).....	78	28	17
Commercial (Shorthand).....	103	67	19
Commercial (Bookkeeping).....	13	4	2
Partial Students.....	1,045	...	...
	10,017		

*Year	No. of Candidates	7	6	5	4	3	2	1	0
First Year.....	4654	...	1212	1105	897	690	427	236	87
Second Year.....	2776	635	409	425	415	344	257	191	100
	7430								

*The adoption of the unit system for the First and Second Years of High School necessitates a different form of table.

ANNUAL REPORT, 1925

33

Total number of candidates for June examinations.....	17,447
Number of candidates for May examination:	
Matriculants	120
Special Cases	206
	326
Number of candidates for September examination:	
Matriculants	84
Special Cases (Grade XI).....	1168
Special Cases (Grade XII).....	288
	1,540
	19,313
Grade VIII students granted standing upon recommendation of principals (See Sections 6 and 7 of Grade VIII Regulations).....	1,664

DIPLOMAS ISSUED.

Grade VIII.....	5,090
Grade XI.....	1,133
Grade XII.....	402
Senior Commercial.....	28
Commercial (Shorthand).....	67
Commercial (Bookkeeping).....	4
	6,724

EXAMINATION CENTRES.

May.....	3
June.....	1,804
September.....	28
	1,835

PROVINCIAL CERTIFICATES GRANTED.

	Alberta.	Other Provinces.	British Isles.	Total.	Grand Total
(a) Professional Certificates.					
Academic Certificates to Alberta Teachers.....	31	...	...	31	31
First Class to Alberta Teachers.....	166	...	...	166	167
First Class to Teachers from Saskatchewan.....	...	1	...	1	
Second Class to Alberta Teachers.....	388	...	...	388	389
Second Class to Teachers from Saskatchewan.....	...	1	...	1	
(b) Interim Certificates.					
Academic Class to Alberta Teachers.....	29	...	...	29	35
Academic Class to Teachers from Manitoba.....	...	2	...	3	
Academic Class to Teachers from Ontario.....	...	1	...	2	
Academic Class to Teachers from England.....	...	...	1	3	
Academic Class to Teachers from Scotland.....	...	...	...	...	
First Class to Alberta Teachers.....	184	...	...	184	221
First Class to Teachers from British Columbia.....	...	17	...	...	
First Class to Teachers from Saskatchewan.....	...	9	...	...	
First Class to Teachers from Manitoba.....	...	2	...	...	
First Class to Teachers from Ontario.....	...	5	...	...	
First Class to Teachers from Nova Scotia.....	...	4	...	37	
First Class to Teachers from Nova Scotia.....	...	...	...	...	

PROVINCIAL CERTIFICATES GRANTED—(Continued).

	Alberta.	Other Provinces.	British Isles.	Total.	Grand Total.
Second Class to Alberta Teachers.....	444	...	...	444	
Second Class to Teachers from British Columbia.....	...	52	...		
Second Class to Teachers from Saskatchewan.....	...	26	...		
Second Class to Teachers from Manitoba.....	...	6	...		
Second Class to Teachers from Ontario.....	...	49	...		
Second Class to Teachers from New Brunswick.....	...	6	...		
Second Class to Teachers from Nova Scotia.....	...	6	...	145	
Second Class to Teachers from England.....	...	...	14		
Second Class to Teachers from Ireland.....	...	...	1		
Second Class to Teachers from Scotland.....	...	...	2	17	
Second Class to Teachers from New Zealand.....	...	...	...	1	607
Third Class to Alberta Teachers.....	66	...	...	66	
Third Class to Teachers from Saskatchewan.....	...	5	...		
Third Class to Teachers from Manitoba.....	...	1	...		
Third Class to Teachers from Ontario.....	...	1	...		
Third Class to Teachers from Quebec.....	...	3	...	10	
Third Class to Teachers from England.....	...	...	1	1	
Third Class to Teachers from the United States.....	...	...	...	2	79
(c) Provisional Certificates. Provisional Certificates (Permits).....	65	...	...	65	65

The cause of education in the Province of Alberta suffered an irreparable loss in the death of William Alvy Stickle, who passed away in Calgary on the ninth of October, 1925. The late Mr. Stickle was born in Campbellford, Ontario, and obtained his earlier education in that province. He was a graduate in Arts of Queen's University and later did graduate work at Columbia University in the City of New York. After coming to Alberta he filled most ably a number



of very important positions in the educational life of the Province, as Principal of Riverside School, Calgary, Principal of the English School for Ukrainians at Vegreville, Inspector of Schools, Principal of the Provincial Normal School, Camrose, and Instructor in Mathematics at the Calgary Normal School, which position he held at the time of his death. A man of rare personal qualities, he excelled as a teacher. There was always about him a quiet goodness, a rare steadfastness of purpose, a loyalty to his helpers, a strong sense of justice, qualities which made it a pleasure to work with or for him. His loss will be felt to be a personal one by people from one end of the Province to the other.

REPORT OF PROVINCIAL NORMAL SCHOOL, CALGARY

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the twentieth Annual Report of the Provincial Normal School, Calgary, for the year 1925.

The session of 1924-25, which opened on September 23rd, 1924, was resumed after the Christmas holidays on January 6th, with an attendance of 334 students, including the Graduates, who numbered 27, and three students who joined the Second Class. There were no withdrawals from the regular course for this session after Christmas.

The statistics of the attendance and the certification for this session are shown in the following tables:

ATTENDANCE TABLES, 1925.

REGULAR COURSE.

	First Class			Second Class			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Second Term, 1924-25.....	41	54	95	60	152	212	101	206	307
First Term, 1925-26.....	38	131	169	63	189	252	101	320	421
Total.....	79	185	264	123	341	464	202	526	728

ACADEMIC COURSE.

	Men	Women	Total
Second Term, 1924-25.....	16	11	27

SHORT COURSE.

	Men	Women	Total
First Term, 1925-26.....	11	21	32

DEPARTMENT OF EDUCATION

AGE AND PREVIOUS EXPERIENCE IN TEACHING.

REGULAR COURSE.

	First Class				Second Class			
	Aver. Age.	Less than 4 mos. exper.	4 mos. or more exper.	No exper.	Aver. Age	Less than 4 mos. exper.	4 mos. or more exper.	No exper.
1924-25.....	18	..	1	91	18.6	2	13	197
1925-26.....	18.2	2	3	164	18.8	3	8	242

ACADEMIC COURSE.

	Aver. Age	Less than 4 mos. exper.	4 mos. or more exper.	No exper.
1925.....	24.4	3	8	16

SHORT COURSE.

	Average Age	4 mos. or more experience
1925.....	25	32

ACADEMIC STANDING FOR ADMISSION.

REGULAR COURSE, 1925-26.

	Under-graduates	Grade XII	Grade XI	Totals
Alberta	3	166	235	404
British Columbia	...	...	2	2
England	...	...	1	1
Manitoba	...	1	2	3
Newfoundland	...	...	1	1
Nova Scotia	1	...	1	2
Ontario	...	...	2	2
Prince Edward Island.....	...	...	2	2
Saskatchewan	...	1	2	3
United States	...	...	1	1
Total.....	4	168	249	421

ACADEMIC COURSE, 1925.

Degree		No. of Students
B.A.	University of Alberta.....	13
B.Sc.	University of Alberta.....	1
B.S.A.	University of Alberta.....	1
B.S.A.	University of British Columbia.....	1
B.A.	University of Manitoba.....	3
B.A.	Brandon College.....	1
B.A.	St. Francis Xavier University.....	1
B.A.	Laval University.....	3
B.Sc.	Laval University.....	1
B.A.	Aberdeen University.....	1
A.B.	University of Washington.....	1
	Total.....	27

SHORT COURSE, 1925.

	Graduates	Grade XII	Grade XI	Totals
Alberta	...	6	17	23
British Columbia.....	...	...	2	2
France	...	1	...	1
Nova Scotia.....	1	1	1	3
Ontario	...	...	1	1
United States.....	...	...	2	2
Totals.....	1	8	23	32

TABLE SHOWING CERTIFICATES OBTAINED, 1925.

	Academic	First Class Interim	Second Class Interim	Third Class	Failures	Withdrew	Totals
Regular Course 1924-25.....	...	84	172	20	31	...	307
Academic Course 1925.....	22	1	...	...	3	1	27
Short Course 1925.....	...	9	18	...	2	3	32
Totals....	22	94	190	20	36	4	366

There was no change in the personnel of the Normal or the Practice School Staff as compared with the previous session and the work of instruction was allotted similarly. The same general procedure was continued throughout the remainder of the course, practice teaching being done by groups of classes in alternate mornings and afternoons five days a week from the latter part of February to the latter part of May. From January 19th to February 16th two days' apprentice teaching, involving more class management, was given to all students; two students per room throughout the twenty practice rooms. Similar apprentice work was kept up in the three rural rooms throughout the session. In the latter, the preference is given to students without experience of rural schools; but, as these are a large majority of the total enrolment, the rural rooms are too few for the needs of the situation. We do not have to urge students to take advantage of these slight opportunities for rural observation and practice, as they realize that this constitutes the most directly practical part of their training. We can only wish that we had more of these schools within easy reach. The very best that can be done in the way of observation and practice in city grades, and of demonstration, making of imaginary time-tables, and lectures on school management, is relatively abstract and academic without real contact with the types of situations that all but a very few of the students are bound to meet, and in which many of them get all their experience. In many of the larger Normal Schools in the United States a definite rural course is maintained with distinctive emphasis on problems of rural life and teaching. Our whole course is essentially rural in its import, with the anomalous exception of an adequate amount of rural practice. As has been pointed out so often, we give urban practice associated with rural theory to candidates who shall, most of them, begin with rural posts and end up in city grades. An all-round preparation, no doubt, assuming that city and town work is the ultimate goal of service, but somewhat illogical in its arrangement.

The session of 1924-25 closed on June 5th. No formal closing exercises were held, but the Minister of Education was present and gave a brief but very acceptable address to the students.

The month of June was none too long for the reading of examination papers and the tabulating and reporting of results. Thereafter the following members of the staff taught at the Summer School in Edmonton: Misses Fisher and Dickie, and Messrs. Stickle, Hutton, Scott and McKerricher. Mr. Loucks was on the staff of High School Examiners.

The session of 1925-26 opened on September 22nd. An unusual situation at once appeared in the unexpected increase in applications for admission. Notwithstanding the definite exclusion of conditioned students, 341 cards were presented and a total of 394 sought entrance. Many of these had to be received provisionally pending the result of their supplementals, and as these results were announced, still others reported, until by the 8th of October, a total of 453 were on the temporary lists. The Department of Education at once took action and decided to admit all who were qualified, though several were obliged, according to results in supplemental examinations, to drop back to Second Class.

The questions at once arose of increase in instructional staff, in class-rooms, and in practice facilities. After a conference with the Deputy Minister, the Department made temporary provision for this increased enrolment as follows: Mr. W. C. McCalla, formerly on the Edmonton Normal School staff, was appointed to assist in Elementary Science; and Miss Mary C. Simons of the Normal Practice School staff, and in 1922-23 an instructor in the Normal School, was engaged for the year as junior assistant in Arithmetic, Penmanship and Spelling. Seven additional practice rooms were secured in the Connaught public school, and three in MacDougall. But as the eight grades of the Normal Practice School were condensed into seven rooms, in order, partly, to give us an additional class-room for Normal School purposes, the total increase in practice rooms was nine. In addition to the above changes, a new appointment was necessary owing to the death of Mr. W. A. Stickle, reference to which is made on page 36 of this report. Mr. Stickle's work was taken by Mr. Herbert E. Smith, M.A., of the Central High School staff, Calgary, a teacher of outstanding merit and an ambitious student of education, as well as a Great War veteran. Also, a little later, Mrs. Gossip, formerly instructor here, was appointed assistant in Household Economics. Mrs. Gossip began work on October 20th, and takes each week twelve of the twenty-eight instruction periods in this subject. In the meantime, Miss Goldie has, in addition to the remaining classes in Household Science, the work in Physiology and Hygiene.

The enrolment for 1925-26 was classified as follows: I(A), 38 men; I(B), 43 women; I(C), 45 women; I(D), 43 women; II(A), 63 men; II(B), 48 women; II(C), 47 women; II(D), 47 women; II(E), 47 women; Short Course, 11 men, 21 women. Two of I(C) withdrew because of illness, and one of the Short Course for reasons not known to us. Of the former two, one, Miss Thelma Sexsmith, we are much grieved to hear, has since died. Miss Sexsmith was a very promising student, but in her state of health she should not have attempted this course. We also have to record the death of a student of 1923-24, Mr. J. Thomas Kinchin of Calgary, a young man of splendid energy and of a very lovable disposition. Mr. Kinchin was working hard to put himself through college, and it was while on teaching service in one of the remoter schools of the north that his fatal illness occurred.

In these classes there are no students conditioned in the grade on which they are admitted to Normal. In fact, the enrolment in the Second Class includes 28 who are one subject only short of Grade XII, 11 two subjects short, 11 three subjects or more, and eight others who have taken the fourth year course or have Grade XII completed though conditioned in Grade XI. This points toward a raising of the academic level, and it is true that the students of the present session are showing, on the whole, greater capacity and are getting a better grip on their work. Also, in respect of co-operation with the staff in all that pertains to the welfare of the students and the good name of the School, their attitude is all that could be desired.

The admissions to the Short Course were based on previous professional training as follows: Failures or incomplete courses—Calgary

Normal School, 11; Camrose Normal School, 5; Edmonton Normal School, 6; short courses: Nova Scotia, 3; Manitoba, 1; Saskatchewan, 1; British Columbia, 1; Ontario, 1; U.S.A., 2; France, 1. For such a motley group, it is easy to see, the presentation of a course most useful to all is no small problem, and very few assumptions as to ground previously covered seem to be justified. The best we can do is to place the emphasis mainly on the practical features of the course, and, while all are required to attend all classes, further examination in subjects in which the requirements were previously satisfied, depends on the attitude and manifest fitness of each candidate. It is difficult to give individual treatment according to individual shortcomings, but in each subject only the general scope and the main features, with plenty of class-room exercise, are covered. This is really the most unsatisfactory course we have. In the first place, it is difficult to connect with what has been received in previous short courses; and, further, the results seem to show that previous failures were not accidents.

The course this year ended with 37 failures, as follows: Psychology 1, School Management 6, Literature 2, English 2, Spelling 2, Primary Methods 1, Mathematics 3, History 2, Geography 2, Nature Study 5, Hygiene 1, Industrial Arts 2, Writing 4, Music 4. Candidates who thus fail in subjects of the Short Course should be required to take the regular supplemental examinations in December.

Student activities, such as the social, athletic and dramatic, were continued, as in previous years, under the direct management of the Students' Executive, with staff supervision. A member of the staff meets with the Executive weekly, and all social affairs are attended by at least two of the staff, as official chaperons. There has been, happily, very little ground for complaint in respect of the management of social affairs, but continual care has to be exercised lest outside influences lead to ill report. Admission of outside guests is, necessarily, strictly limited. In sports, basketball continues to be the characteristic Normal School feature. Our men's team won the intermediate championship of the Province, after an exciting final on March 14th with the Edmonton Fusiliers. Our junior girls' team won the cup of the city high school league, and our senior girls' team took second place. Sgt. Maj. O'Hanlon deserves much credit for his assiduous coaching of these teams. Hockey was somewhat irregular, not having the same nearby facilities as basketball. Curling was also enjoyed week by week, during the winter, by some fifty men students, under the direction of Mr. Loucks. On May 29th a very enjoyable Field Day was held at Victoria Park. In dramatics, the operetta, "The Bells of Beaujolais" was put on again on April 30th and May 1st, under Madame Ellis-Browne's direction.

The following outside speakers appeared before the students in the Auditorium during the year: March 10th, Mr. John L. Paton, lecturer under the National Council of Education; April 6th, Dr. Harry Thompson, Secretary of the Canadian Dental Hygiene Council; May 1st, Miss Lillian Faithful, also under the National Council of Education; September 23rd, Dr. Jas. W. Robertson, Boy Scout Commissioner and Chairman Red Cross; September 30th, Mr. A. Mitchell of the Dominion Forestry Association; and on Armistice

Day, Rev. Dr. H. H. Bingham. Also, at the Friday afternoon students' meetings, Mr. J. W. Hugill and Mr. A. Calhoun spoke. On May 23rd Miss Dorothy Ellis-Browne, A.R.C.M., favored the students' association with a vocal programme. On January 6th we had the pleasure of a short visit from President W. C. Murray of the University of Saskatchewan. The visits and addresses of these ladies and gentlemen were much appreciated.

We are also indebted to Drs. Geraldine Oakley, H. W. McGill, and Cooper Johnston, and to Miss Gunn, school nurse, for a series of three lectures, from each, to different groups of classes, on Communicable Diseases, First Aid and Malnutrition. These lectures constituted part of the course in Hygiene, and were given at the suggestion of Dr. Oakley and with the ready co-operation of the others. The Provincial Red Cross also offered a course of lectures along similar lines, but we were unable to work these in. We are still looking forward to the development of a well rounded course in Health and Physical Education to include the above subjects, as well as Physiology, Hygiene, and Home Nursing, and to be related to physical training and sports and games as part of the same unit. It would surely be well worth while to arrange and include such a course, even at the expense of a portion of the more academic material. In the light of the Medical Examiner's findings, there is not much danger of over-emphasis on health education.

The only changes in the Practice Staffs during the year were: in the Normal Practice School, at the opening of the Fall term, Miss Ethel Hopkins resigned from Grade IV after nine years of very satisfactory service. Miss Hopkins is an ambitious teacher and it was her constant efforts to improve her professional standing that led to her appointment as Normal Instructor in English during the session of 1922-23. Miss MacEachern, who had been on sick leave, assumed her work in Grade VI, while Miss Ramsey took Miss Hopkins' place in IV; also, as mentioned above, the school was condensed into seven rooms, Miss Simons of Grade III being appointed to the Normal School staff, and Grades I, II and III being combined under Mrs. Christie and Miss Avis. In the Hillhurst school, Miss Winfield, Grades V-VI, went abroad as overseas exchange teacher, and was replaced by Miss Ruth Olson of our West Calgary rural practice school. Miss Decker's Grade IV was taken by Miss Louise Tester of the North Mount Pleasant school, Calgary, and Miss Violet Nurcombe of the Balmoral school, Calgary, was appointed to Grade I-II in place of Miss Seymour, who had secured leave of absence. In the Connaught school, Miss Maude Reist withdrew at the end of the year, and this grade has been replaced, for practice purposes, by Mr. Godwin's Grade VIII in the MacDougall school. All of these teachers are giving unflinching service, and it is gratifying to find that even those who have more recently taken on these duties are finding their fears of being disturbed and hampered by student practice not at all fully realized. In fact, most of them have come to enjoy the work in many ways. It is necessary, however, to avoid over-pressure in our demands on these rooms, and the work should not be carried on, at the latest, beyond the end of April. This Fall we began a system of observation and practice whereby each student spends two successive half days in a grade, observing and assisting the first day, and teach-

ing according to formal assignment the second day. While this involves some danger of stereotyped imitation, it gives a closer relation between observation and practice and is being found less disturbing to the regular grade work. With our large attendance, however, this procedure is slow, and it is doubtful if it can be continued throughout the session. At the most, we can count on not more than ten formal lessons for each student. But then, in addition to these, there is the informal participation, which is very greatly increased.

The rural schools continue to give good service. Apprentice teaching has been carried on in these schools almost continuously four days a week, from January 14th to the middle of May, and from early in November in the Fall. In the West Calgary school, Miss Olson was succeeded by Mr. Norman Kennedy of Calgary, a Normal student here in 1923-24. Mr. Kennedy has a heavy school, but is doing excellent work.

Our first Graduates' Class assembled in January for a five months' course. Twenty-seven graduate students enrolled, the larger number, as seen in the foregoing table, from the University of Alberta. Almost as great diversity is found here as in the Short Course, and a somewhat similar degree of indifference to Normal training, though not much difference in respect of the need of it. High School practice was provided for this class in the Central High School, five teachers being engaged for this purpose, and each student teaching at least four lessons. The subjects in which assignments were made were Physics, Mathematics, History, English and French, these mainly in Grades IX-XI.

I consider it worth while, before closing, to emphasize the fact that such a large attendance as we have had this year, with the amount of academic review found necessary, makes it impossible for the Normal School Instructors to take much part in criticism of student teaching, and, consequently, when we come to the final "round-up" of practice results, we find ourselves somewhat in the position of a judge who has to render decision without having heard the evidence. Instructors have from twenty to twenty-five teaching periods per week, and this, together with preparation and consultation with students, leaves very little spare time between nine and five o'clock. Even when classes are omitted for practice, the spaces left seldom allow for more than brief visits to the practice rooms under our own roof. With 32 practice rooms, there is a distinct place for a member of the staff, who should supervise practice, co-ordinate theory and practice, and serve as a chief consulting officer. Such a person would need to be a teacher of all-round experience, with an up-to-date grasp of educational aims and methods, as well as sound judgment in the evaluation of student effort. By keeping in close touch, on the one hand, with the several Normal School specialists, and, on the other, with the practice teachers, this supervisor would serve to unify the whole practice course, would minimize conflict in essentials, and would be able to report on practice grading just as other instructors report standing in their several subjects.

While making the above suggestion, I beg leave, at the same time, to express appreciation for the prompt measures taken by the Department of Education to meet the emergency of the increased

attendance, both through the appointment of additional staff and through the provision of additional practice rooms. The Library, also, with Miss Currie in charge, and with its improved arrangement, is an inestimable help in providing for the daily needs of so many candidates in such a short course. For it must be admitted that unless the Normal Entrance course in high schools be developed, both in subject matter and in method of treatment so as to constitute some real pre-vocational training, an eight months' professional course, in which such a large amount of academic review is inevitable, is too short as a basis for a permanent certificate.

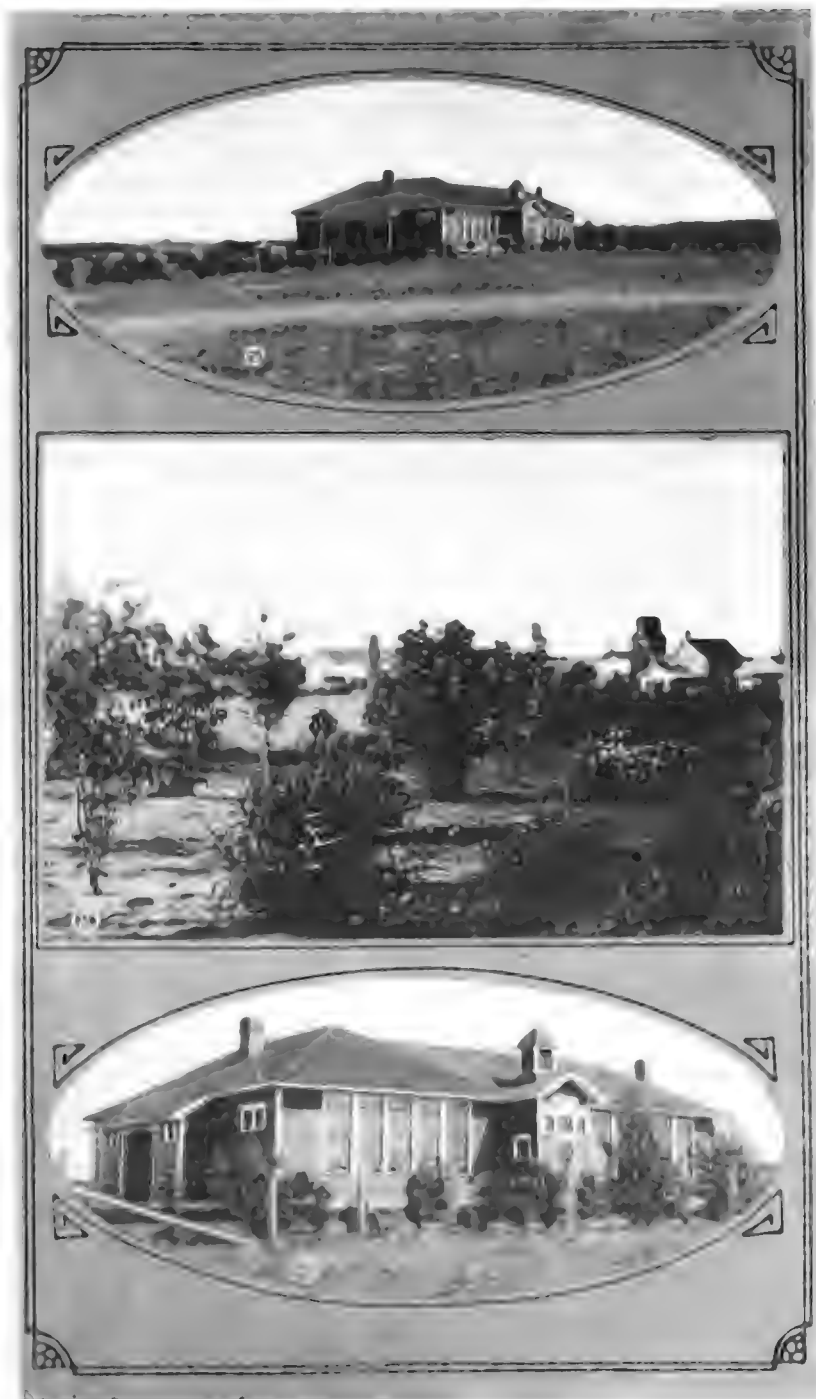
A word of tribute is due to the high quality of the young men and women who enlist, temporarily, though it is, in the teaching service. Unsuitability, in respect of character, for this work, we find very rare, and I believe that we can well afford to make a larger investment in this direction, to raise the standard of requirement, both for admission and for certification, and to spare no effort toward more adequate recognition of continued faithful service.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,

Principal.



ILLUSTRATING POSSIBILITIES IN THE BEAUTIFICATION OF SCHOOL GROUNDS. SCHOOL BUILDING AND GROUNDS MINBURN S.D. 1682.

REPORT OF THE CAMROSE NORMAL SCHOOL

THE HONOURABLE PERREN BAKER,
Minister of Education,
 EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of the Camrose Normal School for the year 1925.

The statistics in connection with the enrolment are as follows:

ATTENDANCE.

		First Class	Second Class	Totals
Second Term 1924-25	Men.....	25	59	84
	Women.....	41	122	163
	Total....	66	181	247
First Term	Men.....	44	47	91
	Women.....	53	160	213
	Total....	97	207	304

The classification by ages at admission is:

AGE.

		First Class				Second Class			
		Under 17	17-18	Over 18	Average	Under 17	17-18	Over 18	Average
1924-25									
Men	..	5	20	18.8	1	9	49	18.8	
Women	3	14	24	12.	13	35	74	18.1	
		Under 18	18-19	Over 19	Average	Under 18	18-19	Over 19	Average
1925-26									
Men	7	17	20	18.5	8	23	18	18.4	
Women	26	18	9	17.6	39	52	67	18.4	

From this table it is seen that the average age of those entering to train for First Class is less than the average age of those entering to train for Second Class Certificates. Their work in Practice Teaching does not suffer at all in comparison with the work of those that are older. In the standard the work done by those training for First Class Certificates is of a very superior quality.

There is also a greater uniformity in the classes than in former years, very few in either class having had any experience at all in teaching.

Of the 1924-25 Class 28 passed without conditions, 35 were conditioned (under 50%) in one or more subjects, and three failed. Of the Second Class, 81 passed without conditions, one, Miss Marion McLeod, obtaining "Honours" (over 75% on Practice Teaching and in every subject), 85 were conditioned in one or more subjects, and 12 failed. The failures were in many cases caused by weaknesses in their elementary school work—poor writing, poor spelling and inaccurate work in arithmetic and in the use of English.

The staff are stressing the necessity in every subject of greater care in expression, and greater accuracy and thoroughness in every line of work. The lack of these qualities is probably the most outstanding weakness with which we have to deal.

The coming of the new class of 1925-26 taxes the resources of the school to the limit. When the numbers reached 250 in 1922-23 it was reported on as being fully double the normal size. We have now over 300 while our staff is one less in number than in 1922-23, and our Practice School facilities are still as they were. This reduces the amount of Practice Teaching and other work in the actual classroom very considerably for each student. With an average requirement of ten lessons per student it means over 250 lessons per classroom, and this is too great a burden for any Practice School class or teacher. This is a difficult situation to remedy, but it is to be hoped that some means may be devised to give our students some observation and work in rural schools before they start teaching in one.

Under these crowded conditions we have been very fortunate in the matter of having had practically no lost time by any member of the staff on account of illness or other causes. Very little time has been lost by the students, so that the work, apart from the possibility of adequate observation of Practice Teaching by members of the Normal staff, has progressed in a very satisfactory manner.

It appears from the attendance at the High Schools that the numbers entering the Normal Schools are likely to continue to be quite large in the future.

The work of Physical Training and health education is receiving very definite attention. All our students are being fully trained in the work of corrective and health-giving exercises. They not only have lectures, demonstrations and drill on this, but are also trained in conducting classes in these exercises so that they may more efficiently put this work into practice in their own schools.

In school lunch preparation and serving they have practical work to do, both in connection with the classes of the Practice School and also in their class lectures, which deal with food values and preparation, and health habits generally.

During the year we had the pleasure of having Messrs. Ottewell and Corbett of the Extension Department of the University of Alberta, and also Mr. Taylor Statten of the Boys' Work Board of Canada. Mr. Charles G. D. Roberts also appeared under the aus-

pices of the school in an evening lecture. These opportunities for contact with outstanding and capable people are highly appreciated by both staff and students.

The general student activities in athletics, especially in basketball, and in debating and along other literary and musical lines, were handled by committees of the students acting with members of the staff, and proved of interest and real value.

There has been no change in the staff of instructors during the year, though Miss Larson, who very efficiently acted as Librarian and supervised the office work, resigned. We were fortunate in securing the services of Miss Cole, formerly of the Normal staff as Librarian, and of Miss Marshall as Secretary. During the summer Messrs. Sansom and Manning were engaged in Summer School work. Miss McSkimming, Miss Johnston, Mr. Tuck and the Principal were engaged on the High School examinations work. Miss Hastie attended Columbia University during the summer session.

A word of appreciation is due the Practice School staff for their continued good work and unselfish service in giving the Normal students the benefit of their assistance and advice in the preparation of lessons and in many other ways.

The caretaking staff is efficient, painstaking, proud of the splendid condition of the building and grounds, and uniformly obliging.

I have the honour to be, Sir,

Your obedient servant,

A. E. TORRIE,
Principal.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to present for your consideration the report of the Chief Inspector of Schools for the year ending December 31st. 1925, embodying therein a consolidation of the more significant references to educational conditions, as set forth in the annual reports of the several school inspectors for the Province.

NUMBER OF INSPECTORS.

The number of inspectors remains at twenty-six, as at the close of the previous year; twenty-five being assigned to inspection of elementary schools, and one confining his whole attention to the inspection of the work of the High School grades.

INSPECTION OF CITY SCHOOLS.

The practice of employing a large number of inspectors to cover the elementary schools in the four large cities of the Province, during the winter months, has been continued, and with generally satisfactory results. Likewise, other members of the public school inspection force, especially fitted for the work, have been used to assist the High School Inspector in his examination of the High Schools of these same cities. Through these adjustments it has been possible to keep in touch with the city systems. The practice has some further advantages. It is good experience for inspectors, ordinarily confined to rural areas, to see and study the teaching and the results being achieved in the highly organized city school systems.

DUTIES OF INSPECTORS.

Our system of school inspection is a centralized administrative one, as contrasted with those systems in which school inspection is directed by local bodies such as county or municipal boards of trustees. Under our system the government fixes qualifications, makes all appointments, pays all salaries and expenses, prescribes the powers of inspectors by law, and fixes duties and responsibilities by regulation.

The duties of our inspectors may be said to be fourfold in character, embracing: inspectoral, supervisory, administrative, and executive functions. In a concise way these duties may be set out under the following heads:

- (1) Inspection of schools; reporting upon efficiency of instruction, progress of pupils, capacity of the teachers, and upon all conditions affecting these matters

- (2) Supervision of Class-room instruction, grading of pupils, promotions.
- (3) Setting up standards and stimulating progress in the schools, through conventions and institutes of teachers.
- (4) Organization of new districts; boundary adjustments.
- (5) Assistance with financing and administration of schools.
- (6) Securing regular operation of schools; enforcement of the Attendance Act.
- (7) Functioning as Official Trustee.
- (8) Directing School Fairs, Conventions, and similar activities.

MEMBERS OF INSPECTION STAFF.

The inspection staff remains the same as at the close of 1924, no changes having been made either in the personnel or in the location of the members:

<i>Inspectorate.</i>	<i>Inspector</i>
Peace River.....	L. B. Yule, B.A.
St. Paul.....	X. P. Crispo, B.A.
Onoway.....	J. H. Hutchison, B.A.
Edmonton Rural.....	J. A. Fife, M.Sc.
Westlock.....	J. J. LeBlanc, B.A.
Vermilion.....	H. R. Parker, B.A.
Vegreville.....	Owen Williams, B.A.
Lamont.....	G. S. Lord, M.A.
Wetaskiwin.....	E. L. Fuller, B.A.
Camrose.....	J. W. Russell, B.A.
Wainwright.....	M. O. Nelson, B.A.
Stettler.....	P. H. Thibaudeau, B.A.
Red Deer.....	A. R. Gibson, M.A.
Olds.....	R. H. Liggett, B.A.
Castor.....	J. C. Butchart, B.A.
Trochu.....	W. J. McLean, B.A.
Calgary Rural.....	F. G. Buchanan, M.A.
High River.....	J. A. Macgregor, B.A.
Macleod.....	C. C. Bremner, B.A.
Lethbridge.....	Jos. Morgan, B.A.
Hanna.....	G. K. Haverstock, B.A.
Bassano.....	J. F. Boyce, B.A.
Oyen.....	F. L. Aylesworth, B.A.
Medicine Hat.....	F. S. Carr, B.A.
Foremost.....	John Scofield, B.A.

EFFECTS OF CONDITIONS UPON EDUCATIONAL PROGRESS.

The improvement in conditions in Alberta during 1925 was very marked and quite general. This has had the effect of stimulating educational endeavor in many very noticeable respects. With confidence renewed and optimism returning, there is evidence of expansion in the field of education. New and more adequate facilities are everywhere in demand.

The comments which follow give some indication of conditions and the effect of the same upon educational activity and progress, in a number of typical inspectorates:

"The improvement in general conditions in this inspectorate during 1925, has increased the results of educational endeavor to a noteworthy

extent. Although the early promise of a record yield was shattered, in some districts, by a prolonged period of dry weather, the yield in other districts was much above the average. In contrast to other parts of the Province, harvesting and threshing operations were completed early and under favorable conditions. Records show that grain shipments have been much in excess of any previous year. Other branches of agriculture have supplemented the grain production considerably. Poultry-raising has brought a surprisingly large aggregate return. Many carloads of cattle and hogs have been marketed. In many sections increased attention has been given to dairying, from which very satisfactory returns have been obtained.

"Hand in hand with increased production came extended and cheaper transportation facilities. The reductions affecting express, passenger and freight traffic have aggregated a substantial saving to the Peace River country. Further, the two railway extensions westward, on both sides of the Peace River, have greatly reduced the cost of delivery to shipping points.

"Evidences of progress are not lacking. Throughout the country buildings are being enlarged and improved; more land is being brought under cultivation and roads are being graded and extended. While only one new district was erected, six others, and one rural High School organization are under advisement. Second rooms were placed in operation at Valhalla, Beaverlodge and McLennan, and new school buildings were erected at Chatham, Faust and Grouard."

(INSPECTOR L. B. YULE, *Peace River.*)

"Considerable pessimism existed regarding the financing of schools in the early part of the year, but with the subsequent hope of good crops, and with the later attainment, together with the bettering of prices for sale of cattle and hogs, the general financial condition of the districts improved to the advantage of the educational interests of the inspectorate. Added to this, the collections made possible through the operation of the Tax Recovery Act, placed districts, for years financially incapacitated, on a sound basis.

"There is at present but one railroad running close to the southern boundary of the district, and the majority of schools are at a distance from it. In consequence the marketing of products is an expensive operation. The extension of this line to Elk Point, a distance of twenty-two miles in an easterly direction from St. Paul, will have the effect of remedying this to some extent."

(INSPECTOR X. P. CRISPO, *St. Paul.*)

"The schools that are in the poorer districts are less fortunate than those in the older settlements where farming conditions are more stable and financing easier. There are several reasons why they do not operate. Lack of sufficient funds is always one of these, but not the only one. There are so few families in some of these districts that there are not a sufficient number of children to attend to make operation worth while. In a district where there are 30 or 40 pupils on the roll, if it comes stormy weather and even one-half of the enrolment is absent, there will still be a sufficient number in attendance to make it worth while to keep the school open. But in a district where there are not more than five or six pupils, and half the number cannot attend, the situation is entirely different. Neither teachers nor parents desire to keep the school in operation when this condition obtains, and such schools do not operate during the winter months, nor can they be expected to operate."

(INSPECTOR J. H. HUTCHISON, *Onoway.*)

"There has been a decided improvement in the financial conditions of the ratepayers of the inspectorate and this improvement has resulted in the desire to keep the schools open for a longer period during the year and to give more of their children an opportunity to take High School training, either in their home schools or in town or city High Schools. In fact the desire for better educational facilities is commonly expressed in the rural districts."

(INSPECTOR J. A. FIFE, *Edmonton Rural.*)

"Conditions for attendance at school have, on the whole, been favorable. All schools in this inspectorate, except one, were in operation during the year. Practically no difficulty was experienced by school boards in securing properly qualified teachers."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"Crop conditions throughout the inspectorate were, on the whole, much better in 1925 than has been the case for some years. While hail did considerable damage in some localities, the general yield in wheat was exceptionally good, the average per acre throughout the inspectorate, that is in the country served by the Canadian National Railway from Viking to the Saskatchewan boundary, and that along the Canadian Pacific Railway from Sedgewick to the Saskatchewan boundary, would be close to thirty bushels. This bountiful crop has had the effect of making the collection of taxes much more easy this last fall, and a considerable amount of old arrears have been collected by municipal districts for the various schools within their boundaries. As a result the general financial status of the majority of school districts in the inspectorate has been materially strengthened."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"One of the chief factors determining the success of rural education in any given year is the weather of that year. This is true because long continued periods of bad weather result in poor attendance, which in turn, very materially reduces the average attendance of the school. Not only are children not able to attend on account of the road conditions, but they are required at home to a much greater extent owing to increased difficulties in harvesting the crop. Such conditions prevailed in the December term of 1925. I am glad to say that the June term was marked by a good attendance, high standing and steady progress."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"In many instances in the long established districts the school buildings are of a poor type. Some are about ready to be scrapped and in many others the lighting is very faulty. This, together with poor or glossed blackboards, is responsible, I believe, for some of the eye trouble of the pupils, at least it is a contributory cause. As a result of this I have been expending considerable effort to have some alterations made that will help to remedy the evil."

(INSPECTOR R. H. LIGGETT, *Olds*.)

"The inspectorate is so organized that in only one district is there no school, and the children of that district are in attendance at other schools, not more than three miles from their homes."

(INSPECTOR W. J. McLEAN, *Trochu*.)

"In the area included in the Calgary Inspectorate the economic condition of the majority of the people is good. This is due to the favorable crop conditions and to the good acreage yield which prevailed this year as in the past few years. As a consequence of this material prosperity boards of trustees have been willing during the past year to increase their expenditure on their schools. Salaries of teachers have been maintained on the same scale as last year, a number of school buildings have been remodelled and painted, three teacherages have been built, new barns have been erected, a few districts have taken out their present heating systems and installed furnaces, and additional equipment that has been recommended or required has been generally provided."

(INSPECTOR F. G. BUCHANAN, *Calgary Rural*.)

"Steps are now being taken for the organization of two new districts, to comprise the unorganized block of sections north-east of the town of Vulcan. When these two districts are organized, practically all sections in the well settled part of the inspectorate will be included within the

boundaries of some school district. In the foothills the settlement is sparse and consequently the land is, for the most part, unorganized. However, it would appear that a movement has begun to divide up and to farm some of the large ranches west of the Calgary-McLeod branch of the Canadian Pacific Railway and a number of farmers, from the dry areas of the south-eastern part of the Province, have already moved in to that part of the inspectorate."

(INSPECTOR J. A. MACGREGOR, *High River*.)

"There has been a rapid increase in population from the Little Bow westward, due to irrigation, which has given rise to many new problems. Decisive action is, I think, inadvisable in many cases until it becomes possible to estimate the full extent of this movement. I have accordingly postponed making arrangements with any degree of permanency."

(INSPECTOR JOS. MORGAN, *Lethbridge*.)

"The general conditions affecting educational activity and progress were much more satisfactory and encouraging than in the previous year. Throughout the entire inspectorate crop conditions were favorable, and in a large portion of it the harvest was good. Unseasonable weather in the early fall, made it difficult to thresh and lowered the grade of marketable wheat, but on the whole the returns from the 1925 crops were satisfactory. The morale of the people is much higher. Municipal districts have collected taxes. Conditions have improved to such an extent, that during the fall term it was necessary to recommend only one small loan. Given average crop conditions the people in this part of the Province will find no difficulty in financing adequate educational facilities for the children. Economic betterment makes all attempts at educational, social and moral betterment much easier and more lasting."

(INSPECTOR G. K. HAVERSTOCK, *Hanna*.)

"The year opened with funds low for operation, as this district suffered a crop failure in 1924. Naturally the revenue from taxes collected in the latter part of 1924 and in the early part of 1925 was scanty. However, buoyed up by the hope of Government assistance in starting the operation of schools, and for a bumper crop in 1925, the great majority of the districts did not hesitate to open their schools either in January, February or March.

"Moreover, the farmers appeared to take far greater pains in the tilling of the soil, and in their effort to put in a much larger acreage in crop than formerly. The writer noted great stretches of beautifully tilled land, not seen in former years. The attitude of the farmers towards success in 1925 was far more optimistic than ever before.

"However, the crop was not as good as in 1923. The yield in the vicinity of Oyen was about half of what it was in 1923. In the Acadia Valley district, very hard hit in 1924, conditions were much improved in 1925. There was an average wheat crop of twelve bushels to the acre. East of Oyen the yield reached as high as twenty-five bushels to the acre North and south of the C. N. R. west of Oyen, in the vicinity of the towns, and stretching farther afield, the crop average was eighteen bushels to the acre."

(INSPECTOR F. L. AYLESWORTH, *Oyen*.)

"Conditions for operating yearly schools in this inspectorate were not at all satisfactory in the year 1925. Owing to the fact that financial conditions failed to mend—in fact, grew worse—funds in most cases were not available to operate the schools; coupled with this, in many localities, families, attracted to other parts of the Province, moved away, with the result that the school population dwindled to two or three children. Under such conditions the school was closed. In no instance brought to my attention was there a movement into the district with an increase in the school population as a result. It is quite obvious that there have been instances where children, living in districts distant from a school in operation, have not had an opportunity to attend school without suffering some inconvenience. At the same time it must be understood that in every

case the district has been prepared to give financial assistance to the child if he were sent to any school."

(INSPECTOR F. S. CARR, *Medicine Hat.*)

"During 1925 conditions affecting production on the farms and ranches of the south-eastern part of Alberta have been more favourable generally than the average in recent years. Conditions in May held out prospects for a 'bumper' grain crop, but on the average only a fair crop was harvested, and though prices have been good, the snow and rain of early autumn spoiled the grade of the wheat. Pasturage has been particularly good throughout the summer and autumn, and as prices have improved, the live stock industry, excepting in the case of horses, is again beginning to flourish and become profitable. While these conditions on farm and ranch have been favourable to educational development, on the other hand, the population in the rural parts of this inspectorate is gradually diminishing. Though the movement in 1925 has not been so noticeable as in 1924, there is nevertheless a constant exodus to other parts, where the average yearly rainfall is greater, and as a result the school population in the inspectorate is decreasing."

(INSPECTOR JOHN SCOFFIELD, *Foremost.*)

SUPERVISION OF CLASS-ROOM INSTRUCTION.

Supervision of the work being done in our schools is at the same time the most difficult and the most important function assigned to the inspector. It constitutes the professional and technical part of his work. He must see that proper standards of instruction, training, and progress are established and maintained in our schools. The inspector studies the equipment and capacity of the teachers, and by standards based on study and experience must evaluate their efficiency. His findings are set forth in a comprehensive report, copies of which are furnished to the teacher, the school board, and the Department of Education.

The inspectors' annual reports seem to indicate that there is a gradual, but dependable, improvement in the professional equipment of the teachers found in our schools. This is accounted for largely by the fact that the supply of qualified teachers is fully adequate. The untrained teacher has practically disappeared. Then, too, teaching conditions have everywhere improved. This makes for more permanence in the teaching forces. The lengthened period of preparation on the part of teachers is also responsible in a large degree for the improvements noted.

Stronger teachers have given us better schools. There is every indication that the quality of the instruction is of a much higher order. More effective methods are employed, and the course of study is better understood and applied. For the most part the work of the teachers is characterized by energy, zeal, and a high regard for the duties and obligations associated with their profession.

Our experience thus far would seem to show that the practice of placing the same report in the hands of the teacher, the school board, and the Department, is meeting with success and is followed by good results. The inspectors say that this procedure is working well. It is stated that as a result of the frank criticisms many teachers have, from year to year, improved their work and their standing.

The average of salaries obtaining for teachers of rural schools

has not changed noticeably. Something more than \$1,000 is still the prevailing salary. One or two inspectors report a slightly downward trend in salaries.

"The Course of Studies is being followed as far as it is humanly possible to do so in the ungraded school. In the more essential subjects, the instruction measures up fairly well to expectations, and the standing of the pupils in some of these schools is surprisingly good, considering the number of subjects and the number of grades that must be instructed during the day. Of course this cannot be said of all. Some of the young and inexperienced teachers are hopelessly lost. They try to teach everything to every grade, and to give each subject equal prominence on the time-table. Of course it is possible by giving each subject in each grade about five minutes on the time-table to get them all in, but applying such a time-table to the actual class-room conditions is another question entirely. It does not and will not and cannot be made to work. It is just there that the inspector can do some very helpful work by showing the teacher, whom he finds in this predicament, how to extricate herself from the bog in which she is being mired."

(INSPECTOR J. H. HUTCHISON *Onoway.*)

"With very few exceptions, the teachers possessed very good academic and professional qualifications for the work carried on in the schools. The schools, which opened in January, found no difficulty in obtaining teachers of experience and recognized ability. The graduates of the Normal Schools were placed in a number of schools, which had remained closed till the beginning of June and their contribution reflected commendable organizing powers, industry, good initiative and an earnest desire to promote the rapid development of the pupils under their care. In the yearly schools of this inspectorate, an extensive and efficient interpretation of the Course of Studies is conducted, and the quality of instruction on the whole is very good. The tests reveal systematic drill and review with emphasis on essentials.

"In the graded schools, the teachers were generally rated good. The extreme outlying schools and the short term schools fail to attract the best teachers and were more often directed by the mediocre or young inexperienced instructors. The practice of giving the teachers a copy of the report, carrying, as it does, suggestions as to how defects or weaknesses may be remedied, has a salutary effect on the contribution of the weaker members of the profession. To the successful and efficient teacher it places in her possession the judgment of the inspector on her work and proves a recognized testimonial, should she desire to obtain a better school."

(INSPECTOR J. J. LEBLANC, *Westlock.*)

"The form for reporting on teachers enables the inspector to give the teacher a concise report of his estimate of the standing of the various classes and to indicate weaknesses that may be remedied. The general effect on the work has been salutary. In a few cases the placing of a report in which the teacher was graded 'Fairly Good' in the hands of the board proved disastrous to the teacher. Few boards understand that a teacher may make good in a light school and yet prove somewhat of a failure in a heavier situation or where the environment is not so favorable.

"Of one hundred and twenty-six teachers graded during the year the following is a summary:

Grade	E.	G.	F.G.	F.	W.	Total.
Number	11	120	36	9		176
Per cent.	6.25	68.18	20.46	5.11		100

(INSPECTOR H. R. PARKER, *Vermilion.*)

"The professional qualifications of the teachers of this inspectorate were higher in 1925 than ever before. In the fall term not one untrained teacher was employed and in the spring term only one. In the spring term one teacher with a Letter of Authority was employed and in the fall term

two teachers. The number of male teachers employed was 81, while the number of female teachers was 78. The female teachers are employed for the most part in the towns and villages and in those districts where English is the vernacular. The non-English districts employ male teachers almost exclusively.

"In the non-English schools the mechanical work in Arithmetic is in most cases above the standard. This, however, is caused in part by the fact that the pupils are over age for their grades. The problem work shows improvement but still more should be done to carry out the requirements of the Course of Studies in the matter of Denominate Numbers in grades lower than Grade V. The work in fractions show increased effectiveness but decimals mean but little to the greater number of pupils supposed to be studying them.

"The Fourth and Fifth Readers are difficult for pupils generally, and exceedingly so for non-English pupils. Of many pages these pupils get little more than the general drift. Standardized tests show students below standard in both rate and comprehension in Silent Reading. The School Library is not adequately equipped with easy reading material. Until our Libraries provide the Supplementary Reading required by the Course of Studies, I see but little prospect of the acquisition by our pupils of effective and desirable reading habits. During the year the trustees have recognized this fact and very many of the school libraries have been made of material assistance to the work of the school by the addition of new books. Additions of this kind, year by year, must prove of the highest value, so long as the books are wisely selected. So far great care has been manifested in this regard.

"A very pleasing feature has been the inclination of several school boards to pay good salaries for services of a better type than they have been receiving. In two English-speaking rural districts excellent cottages were built with the object of securing the services of married male teachers who would make their homes in the district for a few years and put the schools on an efficient basis. These are prosperous communities but it reflects a spirit that promises much and is more general than at times one is aware."

(INSPECTOR G. S. LORD. *Lamont.*)

"On the whole the teachers in this inspectorate are giving effective instruction in the majority of the subjects of the school course. The least satisfactory work during the year was done in History and Agriculture. Lack of suitable text books was largely responsible. Physiology was badly taught during the first term but I am pleased to say that I was able to notice an immediate and marked improvement in the instruction, as soon as the newly authorized text-book came into the hands of the teachers.

"Something more than a text-book is needed in Agriculture, although this is a primary necessity. It is a fact that a great many teachers are poorly trained in this subject and that a great many more do not exhibit the interest in it that may reasonably be expected. Many reasons can be given for the inclusion of Agriculture in the public school course of study. It seems to me, however, that the most important aim in Alberta is to give our boys and girls an agricultural bias so that they will remain on the farm in larger and larger numbers. It is just in this objective that our teachers are failing. In my opinion much could be done to improve the situation by a skilfully devised plan of special grants in which both teachers and district would have a mutual interest.

"As far as the Wetaskiwin Inspectorate is concerned the grading of teachers appears to be leading to two or three very definite results. One of the most noticeable of these is the tendency for teachers to attain to higher gradings in a second inspection. This applies particularly to those rated as 'Fairly Good,' such teachers very frequently passing over into the 'Good' column when their work is examined on a second occasion. Another result is the apparent elimination of the 'Weak' teacher, who either makes the necessary effort to secure a satisfactory grading, or disappears from the inspectorate altogether.

"There has been little change from a year ago in the average salary paid to the teachers of this inspectorate. One thousand dollars per annum

is the salary most generally paid in the yearly school, while nine hundred dollars is the amount most generally offered in the districts operating less than the full academic year. There was a slight tendency shown to reduce salaries correspondingly when the school year was reduced from 210 to 200 days."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"The following comparison, bearing on the professional standing of teachers in this inspectorate, may be of interest:

"In 1921, 78.75% of the teachers employed held First and Second Class Certificates, and 21.25% held Third Certificates and Permits.

"In 1922, 83.75% of the teachers held First and Second Class Certificates and 16.25% were conditioned as to qualifications, or held permits.

"In 1923, 89.88% of the total teachers employed were fully qualified, while 10.12% were conditioned or permit teachers.

"In 1924, 90.32% of the teachers were fully qualified, while 9.68% were conditioned or permit teachers.

"In 1925, 93.79% of the teachers held First and Second Class Certificates, while 6.21% were conditioned teachers.

"The comparison indicates steady improvement in the academic and professional standing of teachers engaged in the schools of this inspectorate, and the consequent higher standard of work made possible, in the inspectorate, by the better grade of teachers being employed. It also bears out the policy of the Department of Education in the effort being made to raise the standard of teaching, and to eliminate as rapidly and as consistently as possible, from our schools all but fully qualified teachers.

"As regards general fitness for teaching and adaptability to meet exigencies of local district conditions, no teachers professionally trained outside the bounds of our province, show greater aptitude for undertaking work in our schools than our own Provincial Normal School graduates

"The teachers, as in the preceding year, were very favourably disposed toward the standard tests issued by the Department of Education for the intermediate grades, as a basis for promotion. The continuance of this directive feature in their work is hopefully anticipated, in view of the greater uniformity of guidance and standard of efficiency which is offered thereby.

"Unfortunately there is a tendency for many teachers through stress at the hands of the parents, or for personal reasons, to advance pupils, in rural schools, into Grade VIII before they are ready for this grade. Many rural Grade VIII pupils write on the Grade VIII Departmental examinations, who should not do so, and who have no chance to pass successfully.

"Teachers and boards of trustees, in general, approve of the present system, with regard to the inspector's reports.

"It is conceded that this procedure is fair to the teacher and to the school board. I have not observed that the tenure of office of any teacher, owing to the inspector's report being in the hands of trustees, has been prejudicially affected by undue emphasis being placed on any unfavorable feature included in the report.

"There has not been any appreciable decrease in salaries over the past year, nor has there been on the part of boards of trustees a disposition to still further lower the salaries of teachers. The improved financial condition of school districts over that of the previous year, and the steadily growing tendency to secure efficient teachers have reacted favorably toward an equilibrium of salary rates."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"The academic and professional equipment was, in general, commendable. The methods, especially of the recent graduates of our Normal Schools, were good. The teaching showed reasonable daily preparation with proper information of the subject-matter imparted. In only a few cases did I think a teacher lacked interest in his duties.

"The general quality of instruction was high and of a good type. It contained good lines of thought and training in character formation and citizenship. The discipline in many schools was noticeably good. The

children worked quietly and steadily at their duties, then played with splendid spirit on the grounds."

(INSPECTOR P. H. THIBAUDEAU, *Stettler*.)

"Apart altogether from the gradings actually awarded I have found a proper professional spirit prevailing among my teachers. The more experienced continue to put their best efforts into their work and the novices, inexperienced though they may be, show enthusiasm that is commendable, a willingness to accept and act on advice and a genuinely high professional attitude."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"All teachers in charge of schools were duly qualified, a few holding first class certificates, the majority second. The majority of them were graded 'Good.' No teachers were teaching under permit this year."

(INSPECTOR J. C. BUTCHART, *Castor*.)

"While there are a few schools where pupils are backward and poorly trained, the general attainment of the great majority of the pupils in the rural schools is of a satisfactory nature. In some few instances rural schools were visited where children are receiving a broad and thorough training and where their progress in school subjects equals that of a good graded school. The all-important factor in education is undoubtedly the teacher, and where a well-equipped enthusiastic teacher remains for a considerable period in one school the value of her work in establishing proper interests, habits and ideals cannot be estimated.

"The present system followed with regard to Inspectoral Reports, whereby the board of trustees and the teacher receive a copy of the report on the work of the school and the efficiency of the instruction, similar to the one sent to the Department, appears to be giving general satisfaction. Some boards of trustees, however, particularly in non-English speaking districts find the report somewhat too technical and detailed to be of great value. The grading, however, probably gives them the information they most desire."

(INSPECTOR F. G. BUCHANAN, *Calgary Rural*.)

"The quality of the instruction being given depends on the efficiency of the teacher and as the great majority of the teachers are graded 'Good,' I do not hesitate to describe the type of work being done as good, with possibly a very few exceptions. Of the 234 teachers inspected their grading was as follows:

Those who were graded Excellent.....	28
Those who were graded Good.....	171
Those who were graded Fairly Good.....	30
Those who were graded Fair.....	5
	234

"The prevailing salary paid to rural teachers was one thousand dollars. In very few instances did I find a board offering less than that amount; but in many cases I found that the salary was a secondary consideration, in the matter of securing a capable teacher. Many rural boards paid eleven and twelve hundred and in one case a trustee board raised the salary of their teacher from \$1,000 to \$1,500 in order to secure his services for the second year.

"During the second term none but duly qualified teachers were employed, so it is apparent that, as far as this inspectorate is concerned, the day of the permit teacher is over."

(INSPECTOR J. A. MACGREGOR, *High River*.)

"Teachers salaries have remained at about the same, which is in the neighborhood of one thousand dollars per annum. The majority of districts appear to be making no effort to reduce the salaries paid. On the contrary there seems to be a readiness to pay that much or more for the right kind of teacher. With many districts the quality of the teacher is the first consideration.

"Owing to the fact that there are plenty of teachers available, there has been no necessity for the granting of any permits in this inspectorate, and all teachers have some form of license issued by the Department."

(INSPECTOR C. C. BREMNER, *MacLeod*.)

"There is a much better equipped staff of teachers now than ever before. This I attribute largely to the recent extension of the training given in the normal schools and its present thoroughness, and partly to the fact that other pursuits are not attracting the more energetic and ambitious teachers away from the profession to the same extent as in former years. In addition, the present difficulty in securing positions has put teachers on their mettle to retain those they now have. Then, too, teachers are becoming better acquainted with the requirements of the Course of Studies. They are exercising better judgment and greater care in the selection of material."

(INSPECTOR JOS. MORGAN, *Lethbridge*.)

"The failure to make good, can, in nearly every case, be traced to lack of preparation. Today with the superabundance of teaching aids, many teachers have acquired the habit of relying on the notes or the outlines of work purchased from various sources, with the result that the teacher spends little time in making herself thoroughly familiar with the material to be taught. We believe teachers' aids can be used to good advantage, but when used as a substitute for definite preparation, the teacher is losing her power to acquire further information and the ability to vitalize the material she is required to teach."

(INSPECTOR G. K. HAVERSTOCK, *Hanna*.)

"With three, perhaps four, exceptions the teachers of the inspectorate were earnest, faithful and conscientious in the performance of their duties, were qualified by Normal training, general inclination and general attitude toward teaching to give service and were applying themselves industriously to the work at hand. After visiting a school in an outlying district I frequently marvelled at the success some teachers were achieving under rather unfavorable conditions.

"An ample supply of qualified teachers and the steadying influence upon teachers of having to remain some time in the same school is reflecting favorably upon the quality of the instruction and the progress of the classes in the schools. This is more noticeable in the schools where the teacher remains more than one year.

"So far as this inspectorate is concerned there has been no difficulty in securing the services of fully qualified teachers. I am not aware of a single 'permit' teacher taking charge of any of my schools. There were, however, two parties who were giving good service who had their third class certificates extended for a period."

(INSPECTOR J. F. BOYCE, *Bassano*.)

"On the whole there is considerable improvement in the teaching of Reading, silent and oral, Literature, Spelling and English Composition, oral and written. Silent Reading is being stressed more than formerly with good results. The pupils are taking a greater interest in the School Library, and as a result, in some measure at least, display keener appreciation and enjoyment of literature selections taught in class. Spelling is well taught on the whole.

"Greater accuracy in the mechanical side of written Composition is apparent. The vocabulary is being extended and powers of expression, generally, are being strengthened.

"Oral Composition is stressed more than ever before. Not only in

the class-room is this encouraged but in the Junior U.F.W.A., the Women's Institute, W.C.T.U., and the C.G.I.T. organizations.

"In the teaching of Arithmetic, accuracy and rapidity in the use of the simple rules, addition, subtraction, multiplication and division, are not sufficiently stressed. Tests given in this indicated much inaccuracy and carelessness on the part of the pupils, and lack of emphasis in this work by the teachers.

"There is a marked improvement in the teaching of Geography, particularly by recent normal graduates. The choice of subject-matter is better and more complete. It is well arranged and presented in a clear, logical, interesting manner, with proper use of globes, maps, charts, pictures, and other useful material and equipment.

"With the exception of an occasional lesson, the work in Citizenship, including History, is not being well taught. The course is not well understood. Moreover, there is difficulty experienced in securing material for lessons so as to cover the points laid down in the course. And, strange to say, too many teachers still teach by pages in the History, rather than by topics."

(INSPECTOR F. L. AYLESWORTH, *Oyen.*)

"The supply of teachers, fully qualified as to academic and professional certificates, has never been better than during 1925, and the academic qualifications of the teaching body are improving noticeably, which in itself is very gratifying.

"When one considers the large number of teachers who gain their first experience in teaching work in the country districts, it is somewhat surprising that the quality of the work throughout the rural districts is as good as it is. I consider that more than 90% of the teachers are doing a satisfactory type of teaching work. The main weaknesses are those due to inexperience in directing the work of the class-room. In the great majority of schools, Arithmetic, English subjects, Elementary Science and Physical Education are taught satisfactorily."

(INSPECTOR JOHN SCOFFIELD, *Foremost.*)

OPERATION OF SCHOOLS.

Perhaps the first duty of the inspector is that of securing adequate operation in the districts under his supervision. He is held accountable to the Minister for school operation in his division. The problem varies with the conditions, and conditions vary widely in Alberta. There are vast stretches of forest land with only sparse, scattered, and struggling settlements; there is the treeless plain of the extreme south-east, where drought conditions have resulted in successive and complete crop failures for the past nine years; there are isolated settlements in the foothills country; there are mining camps, both large and small; and the problem of school operation changes with all these changing conditions.

We find in the northern and western part of the Province many districts with relatively low total assessments and with few settlers and often fewer children. Such schools cannot be successfully operated for the full year and they present a problem, in varying degree, to be faced by some six of our inspectors every spring. The nature of the difficulties and the results of their efforts will be understood from a reading of the excerpts which follow.

However, for the most part our rural schools are situated in the prosperous farming sections of the central part of the Province, and these present practically no difficulty as far as school operation is

concerned, and it may be said that in nineteen of the twenty-five inspectorates operation has been satisfactory.

The problem of the south-east is different from that of the northern areas. In the latter the total assessments are generally low and will probably never increase to any great extent. On the other hand the assessments in the former are high, but the droughts have so decreased the population that the tax-producing power of these relatively high assessments is practically nil.

The Department of Education meets these two problems by special loans in the case of the drought areas and special grants in the case of the low assessments. The results of these are indicated in the reports of the inspectors.

The consensus of opinion among the men is, that, as the quality of instruction is improving so the amount of operation is becoming longer every year. Many boards, which for various reasons were in the habit of keeping their schools closed for longer or shorter periods during the year have recently shown a disposition to increase the length of the operation periods, and are now in many instances operating yearly schools.

Inspectors remark upon what appears to be a growing tendency to close schools during January and part of February. The excuse given is that the weather and roads are not such as to permit children to travel to and from school during this period. The practice is a very disturbing one upon school results, and it is being discouraged by inspectors, wherever considered unreasonable.

"Considerable attention was given to those districts where the Boards were confronted by especially difficult problems. Many cases were investigated and estimates for operation in many districts were carefully considered. Many of these districts operated beyond their capacity to pay during the first year or two after organization and they are now faced with the difficult problem of providing reasonable periods of operation and at the same time retiring outstanding liabilities.

"Special grants were recommended on behalf of 24 districts to enable them to operate for a period of six months. These districts could scarcely have attempted operation without the assurance of assistance from the Department. Despite this assistance several districts could not finance a six months' period of operation. If possible, more money should be made available for these weak districts. Boards have difficulty in planning for operation because there is no assurance of the measure of assistance that is to be received.

"There are several factors that affect operation adversely. Many applicants accept other schools before replies can be received from outlying schools. The practice of having winter vacation of two months' duration reduces the possibility of securing teachers. Lower salaries are offered by districts that are sparsely settled and comparatively undeveloped. The possibility of a short period of operation with the expense of a long journey is not satisfactory. The first two difficulties are gradually being eliminated from many districts but no measures by local authorities can overcome the conditions that are inevitable in pioneer districts."

(INSPECTOR L. B. YULE, *Peace River*.)

"Keeping in close touch with districts as widely scattered as found in this inspectorate is a problem which occasions much worry. At present the effort to have schools operate early necessitates long drives by team, well up to the end of April, and leaves but a comparatively short time for actual inspection work.

"During the year operation was much better, and all schools, with the exception of one, operated. Six districts operated under 208. This was not a particularly popular form of operation, especially with parents whose children had to drive considerable distances. A difficulty here arises where the parents will accept no other form of operation but a school in their own district, when financing is a problem, and the number of children is limited to three or four.

"The granting of special grants was a very material aid in the obtaining of operation in schools in poorer districts. There is little doubt that, without this special help, at least twenty-five per cent. of the schools could not have operated, and much appreciation was shown, in the fact that several of the schools thus helped operated for terms exceeding six months, although not really financially able to do so."

(INSPECTOR X. P. CRISPO, *St. Paul.*)

"Wherever there were a sufficient number of children in a district to warrant operation, the school operated. Wherever arrangements could be made to advantage for joint operation that was done. Those districts unable to finance their schools were helped by means of special grants. No loans were recommended, for the very good reason that in those districts requiring assistance loans could not be repaid in any case. The special grant, however, I do not consider to be more than a temporary solution of the problem confronting these districts. Their population is small and not increasing, their finances are in the same condition. Unless these conditions alter the special grant would have to be continued indefinitely. Such districts are already taxed to the limit of their capacities, as is evidenced by the continuous accumulation of arrears. Even with the aid of special grants about six months of operation is all that can reasonably be assured, and that is by no means satisfactory."

(INSPECTOR J. H. HUTCHISON, *Onoway.*)

"The conditions affecting operation in this inspectorate are as follows:

"(a) The difficulty of bringing the land under cultivation on account of the heavy growth of timber. In several districts the number of acres under the plough does not exceed three hundred.

"(b) In several districts quite a number of the farms are operated by returned soldiers who have been farming under the Soldiers' Settlement Board and have not been able to 'carry on.' As a result most of these farms have been abandoned and the taxes have not been paid.

"(c) Another serious condition affecting operation is the fact that, where returns of unpaid taxes are made to the Secretary-Treasurers of Municipalities, which is required to be done before the 20th of July of each year, we find that in most cases all that is done by the secretaries is to file a caveat against the lands in arrears and little if any effort is made to collect the taxes. This is a serious handicap to School Boards, as they are not allowed themselves to take any steps to collect these arrears."

(INSPECTOR J. A. FIFE, *Edmonton Rural.*)

"The schools in the well settled and extensively farmed areas of the inspectorate, which roughly extend to the north boundary of Township 61 and the communities about the larger railway points, operate regular yearly schools and demand very little attention in the matter of operation. In the newer settlements, where land development is in the initial stages and the revenue therefrom barely suffices to meet living expenses, tax collections are slow and uncertain, and with arrears practically outside the direct control of district administrations, school boards are disposed to delay the opening of the school, until sufficient money to assure the full liquidation of the teacher's salary is in sight. The outlook has been improved by the good crop conditions and the higher market prices but a large number of units will hardly be able to extend the school operation beyond eight months until the district increases its assessment through the settlement of the vacant lands. Generally the sentiment is

strongly in favor of longer terms of school and in no instance has it been necessary to introduce unusual measures to lengthen the school term, once the board had been convinced that the obligations therefrom could be satisfactorily cared for."

(INSPECTOR J. J. LeBLANC, *Westlock*.)

"The average length of operation was slightly better than in 1924. The question of yearly operation has been taken up with the few remaining delinquent boards and the advisability of yearly operation urged where conditions are at all favorable.

"The chief conditions adversely affecting operation are the severity of the winters (largely imaginary) and the lack of stable facilities and proper winter clothing for the children of some of the New Canadians. So far I have met with little success in my efforts to educate these people on these two points. In three of these schools where I have been able to place Anglo-Saxon teachers of considerable experience, the teachers have remained during the past two years and are again engaged for the coming year. The average period of operation in all Ukrainian settlements shows improvement. The general aim of these people seems to be to keep school closed during January and February and to run without any vacation at midsummer."

(INSPECTOR H. R. PARKER, *Vermilion*.)

"Continuous operation is due to the strong financial standing of the districts. Crops have been uniformly good, and no occasion to recommend a loan has yet arisen. In one instance only was a special grant recommended, and that to one of the newly established two-roomed school districts, which had built a second class-room and a teacherage out of current revenue, and not out of the proceeds of debentures as is customary in such cases.

"Many of the districts in this division are operating summer schools. Due to the activities of the Operations Branch, their number is decreasing year by year. Interviews with trustees were planned so as to make more effective the demands and policies of the Department. In most cases, I found the trustees very amenable to reason and willing to abide by the Act."

(INSPECTOR OWEN WILLIAMS, *Vegreville*.)

"It goes without saying that the part time school is at present the inspector's most vexed problem. Should economic conditions continue to improve, however, still better operation can be looked for during 1926. I am strongly of the opinion that the time has arrived for some form of concerted action with a view to increasing the number of yearly schools. Once a district can be persuaded to operate for the full academic year a tradition becomes established and it seldom reverts to its previous part-time status."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"A word in regard to the cost of operating the ordinary rural school in this section of the Province might prove of interest to the reader. Taking ten yearly schools I find that the average cost of operation for the year 1925, not including debenture payments, was one thousand, four hundred and fifty dollars. If the debenture payments were included the average would lie at least one hundred dollars higher. This estimate represents a fairly high rate of taxation and may serve as a proof that rural school boards are not afraid to spend money to maintain a successful school.

"During the year I have advocated the procedure outlined in Section 208 of the School Act for joint operation in those districts where circumstances render this advisable. Seven districts availed themselves of this opportunity. Every child of school age within these seven districts, thirty in all, had, by this method, access to a good yearly school, and, as far as I have been able to learn, attended regularly."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"With a few exceptions the schools of this inspectorate are yearly schools. A few along the western part of the territory are able only to operate a part of the year. I am pleased to be able to say, however, that every school in the inspectorate operated a part of the year. Three districts, owing to unavoidable reasons so far as I was concerned, only operated between four and five months. I expect, however, to extend this period during the coming year."

(INSPECTOR R. H. LIGGETT, *Olds*.)

"Conditions that affect operation are the smallness of the school population on account of removals and other causes. Quite a few Boards have acquired the habit of keeping their schools closed for a time during the winter and it seems difficult to convince them that it is not a hardship, under ordinary conditions, to keep the school open throughout the winter. In many districts the attendance is small at the best of times."

(INSPECTOR J. C. BUTCHART, *Castor*.)

"The whole of this district was again favored with good crops during 1925 and as a result the matter of financing the school was not a serious problem in any instance. In two or three districts, however, where the schools were built during the time that building materials were at peak prices, it is a considerable effort to meet the debenture instalments as they become due and at the same time to operate the school. However, in all of these districts the schools have been operated throughout the year, although to do so it was necessary to levy a rather high rate of taxation."

(INSPECTOR J. A. MACGREGOR, *High River*.)

"The self-supporting schools in this inspectorate have operated during the full school terms, but there were some to the east and north in the dried-out area that, owing to lack of funds, were unable to open until March, when the school boards received assurance of loans to assist them. I recommended twenty-four loans, but no special grants."

(INSPECTOR JOS. MORGAN, *Lethbridge*.)

"No child in the Hanna inspectorate was deprived of school facilities due to non-operation of schools. A number of districts, sixteen in all, operate under Section 208. This is made necessary due to sparsely settled portions of the country. In nearly all cases this means a school in operation during the summer months, as distances and weather conditions make it difficult to operate during the winter. The yearly school, with vacation in July and August, is becoming more popular all the time, especially in schools with Grade VIII or high school work. The fact of an adequate supply of teachers makes for better operation. The teacher is not so anxious to move as positions are not so easily obtained as formerly."

(INSPECTOR G. K. HAVERSTOCK, *Hanna*.)

"Applications for loans totalling in the neighborhood of \$2,000 were recommended for eight different schools. As all this sum was not required, probably the net sum loaned would not exceed \$1,500.00. Some districts visited in the Spring that thought they needed a loan, found before the year ended that they were able to finance without assistance so that the wisdom of a general oversight of the dry area is apparent. While it may be said, and with good reason, that a country that cannot support its schools is not a suitable place for bringing up children, the fact remains that some families still reside in the partly abandoned area and without the assistance of the loan would receive very little schooling, if any. The fact that the loan made it possible for some districts to operate their school for six, seven or eight months of the year, is sufficient evidence that the fund was used to good advantage."

(INSPECTOR J. F. BOYCE, *Bassano*.)

"The inspector was personally responsible for the operation of thirty-nine schools, (1) through providing funds by Government loans, (2) through securing teachers, (3) through the performance of duties as Official Trustee.

"In all, two hundred and thirty-seven children residing in an assessable area, ordinarily, of approximately four hundred and fifty square miles, benefited by tuition in school under qualified teachers, for at least seven months in 1925, as a direct result of the operation of the Government loan policy for assistance in the operation of schools.

"The morale of residents in dry areas has been greatly strengthened. The assurance that the Government will not permit their children to be deprived of educational benefits goes a long way in bracing the parents for the effort to secure a crop in the new year before them."

(INSPECTOR F. L. AYLESWORTH, *Oyen*.)

"For the year 1925 it was planned to expect from the schools a longer period of operation than was received in 1924. In the Spring prospects for good crops were bright. Unfortunately in July weather conditions proved very unfavorable, with the result that yields were small and the finances of most of the rural districts were in worse shape than in 1924. However, the period of six months' operation was fixed as a minimum and, with very few exceptions, this much operation was secured.

"There is another problem that crops up regularly. This is the education of the isolated family; both the family in organized districts, where no school is in operation, and the family in unorganized territory. To some extent this has been met by temporary consolidations of two or more districts or by having the children move to a village centre. It has also been met by giving correspondence courses to isolated families. On the other hand there appears to be no relief for those children of uneducated parents who live outside the boundaries of any district."

(INSPECTOR F. S. CARR, *Medicine Hat*.)

"During the recent 'dry' years, which have caused a marked decrease in the school population of much of my territory, no feature of my work has required more careful and constant attention than school operation. All Departmental officials have also shown an active interest in this work, and efforts have been concentrated to provide public school service for every district in the inspectorate. So successful have the results been, that every school district containing children in the territory, with a single exception, has received during the year a fair measure of school service."

(INSPECTOR JOHN SCOFFIELD, *Foremost*.)

SCHOOL ATTENDANCE.

Our inspectors are the enforcement officers under the School Attendance Act. The amount of time available for this work has been considerably reduced owing to the smaller number on the inspection staff and the larger areas to be covered. A greater proportion of the inspectors' time is now given to actual class-room supervision and school inspection.

As an offset to this, there is a very great improvement in the attitude of the people towards the observance of the requirements of the Attendance Act. Inspectors seem to be in full agreement that, although the weather conditions of 1925 interfered with a high percentage of attendance, there was, on the whole, much less difficulty in securing results, than in former years.

There is no part of the inspector's work where good sense, judgment, and tact are more appreciated than in his capacity as an Attendance Officer.

"Attendance on the whole has improved. Where the teacher finds it possible to visit the parents, the attendance at these particular schools invariably improves.

"Much of the time devoted to attendance was after the day's work, and as much time as possible was given to checking attendance and visiting parents before actual prosecutions were made."

(INSPECTOR X. P. CRISPO, *St. Paul.*)

"The provisions of the School Attendance Act continue to exert a salutary influence on the regularity of attendance in the schools throughout the inspectorate. It has been found impossible to deal with all the cases brought to my attention in view of the numerous other demands on the time of the inspector, and more especially when the district had already been visited immediately prior to the receipt of the complaint. Special circumstances, such as home conditions, retardation and consequent loss of interest in school activities and delicate health would appear to account in some cases for the apparent recalcitrant attitude of parents, and a visit to the home has resulted in better understanding of the purposes and aims of the Act and often in an improved record of attendance on the part of the child, without the introduction of drastic action."

(INSPECTOR J. J. LEBLANC, *Westlock.*)

"Conditions show some improvement over last year. The rural districts are becoming more prosperous and there is less necessity for the parents to keep children at home for lack of clothing or for assisting in the work of the farm."

(INSPECTOR H. R. PARKER, *Vermilion.*)

"During the year considerable time was spent in enforcing the Attendance Act. In all, thirty persons were brought before the magistrates and sentence secured on twenty-seven, three of whom were old offenders.

"The triplicate forms sent out by the Operation Branch, one of which comes to the Inspector, serve to speed sentence on a culprit. Under this system the attendance officer can secure the information desired from the schools. He does not have to wait until the usual monthly returns are sent to the Department, when as in former days, he would receive instructions to proceed with certain cases.

"Towards the end of the year, in spite of the heavy harvest demands, a strict enforcement of the Act improved attendance in all the schools, and I am not anticipating any trouble from this source next year."

(INSPECTOR OWEN WILLIAMS, *Vegreville.*)

"The attendance has steadily improved in this inspectorate. The percentages of attendance are higher than ever before. As compared with five years ago the change is very great."

(INSPECTOR G. S. LORD, *Lamont.*)

"Attendance during 1925 compared very favorably with that of the preceding year. It must be admitted, however, that there is still a great deal of room for improvement in regularity, particularly in districts where the parents are mostly of foreign parentage. It is a matter of regret that the Inspector's time is so occupied that he cannot devote to this phase of his duties the attention and time that its importance demands."

(INSPECTOR E. L. FULLER, *Wetaskiwin.*)

"Conditions affecting regularity of attendance at schools during 1925 have been, in the main, favorable. Examinations of the school registers with respect to the monthly percentage of attendance of pupils indicates, in the majority of cases, a creditable record. Heavily drifted roads in the winter months, which become almost impassable when the spring thaw came, were responsible for diminution of attendance in certain areas. The very abnormal weather conditions of October which so seriously in-

terfered with harvesting and threshing made it necessary in many cases for the retention at home of the older pupils to relieve the acute situation caused by the scarcity of farm help."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"No prosecutions were undertaken under the Attendance Act during the year. The warning notices sent out by the Attendance Branch seem to have been very generally effective. In several cases these notices were supplemented by inquiries and interviews with parents."

(INSPECTOR J. C. BUTCHART, *Castor*.)

"I have not found it necessary to make any prosecutions this year as parents are being educated to the necessity of sending their children to school, and a warning will now generally serve the same purpose as was served by a prosecution a few years ago. I would recommend, however, that all parents be required to have the usual authorization from the teacher before a child is permitted to stay out to help, and that teachers be advised of this, both at Normal School and after they begin teaching."

(INSPECTOR W. J. McLEAN, *Trochu*.)

"The requirements of the Attendance Act have been complied with rather well in most of the schools. Except for a few chronic cases, the greater number of violations occur during the seeding and harvesting operations. More than the usual number of cases of non-attendance occurred this fall owing to the very severe weather conditions during which there were frequent and heavy snow storms. Many of the roads were almost impassable for several weeks."

(INSPECTOR C. C. BREMNER, *Macleod*.)

"No prosecutions were made this year. In only one case were conditions such as to warrant this being done. On investigating this case it was found that the boy was back at school and the school was to be closed shortly. In other cases, I did not feel justified in taking this step since the parents were in such poor shape financially that the children were not fed nor clothed properly. A fine and costs could not be met, imprisonment would mean further hardship for the children and would not bring about the end desired."

(INSPECTOR F. S. CARR, *Medicine Hat*.)

ADVANCED INSTRUCTION.

The demand for instruction in the work of the high school grades is very strong and all the time increasing. It is difficult to meet it satisfactorily, and generally, in the circumstances which obtain in Alberta. We have a great many important and populous communities which are served only by a one-room rural school. In these, instruction in the work of Grade IX is becoming quite common. Teachers are beginning to realize that instruction in the work of Grade IX is in very general demand and they are endeavoring to equip themselves for the effort. But the number of ungraded rural schools in which anything beyond Grade IX should be attempted is indeed extremely limited. Grade X is a very extensive course, requiring exceptionally good academic equipment on the part of the teacher, together with organizing capacity in a rare degree, and also a good background of teaching experience in schools of many grades. The results being secured in the high school grades, in ungraded rural schools vary greatly, as the comments of inspectors indicate.

The two-room rural schools are increasing in number very rapidly. In these, generally speaking, excellent results in Grades



(1) OLD BUILDING AT RANFURLY. BELOW: TYPES OF NEW TWO-ROOM SCHOOLS. (2) BUKOWINA S.D. No. 1162. (3) RANFURLY S.D. No. 1542. (4) OLESKOW S.D. No. 1612.

IX and X, and in some instances in Grade XI, are being achieved consistently, from year to year.

There is a growing interest being shown in the consolidated High School as a solution of the problem of advanced instruction in rural areas. The regular consolidations are established on a firmer and more business-like footing, and they are doing excellent work. Likewise good results are reported in the village and small town schools.

"In twenty rural schools instruction above Grade VIII was undertaken. In the majority of cases the pupils were ambitious and willing to work. The teachers undertook the work seriously and devoted to it much additional time and effort. While the results were not uniformly successful, a number of pupils benefited by the opportunity afforded. Although one pupil in each of two rural schools obtained full standing in Grade X subjects it is felt that this Grade should not be undertaken except under unusually favorable conditions."

(INSPECTOR L. B. YULE, *Peace River*.)

"The two-roomed schools are doing a type of work which is fast gaining the support of even the most conservative of ratepayers. In addition these schools are, to the neighboring districts, proof of the possible efficiency claimed for their existence, and the growth of interest in such units is shown by inquiries as to the possibility of having the same type of school in districts where the number of children actually registered scarcely comes up to the required number needed for the addition of an extra room."

(INSPECTOR X. P. CRISPO, *St. Paul*.)

"The number of schools giving instruction in Grade IX is increasing. Very few of the rural schools have as yet gone beyond that grade. The reluctance of teachers to accept a school where Grade IX is taught is disappearing. Teachers are coming to realize that refusal or inability to teach Grade IX is a decided handicap. It limits their choice year by year as the number of such schools is slowly but surely increasing. It cannot be said that instruction in the grades beyond VIII is as yet very efficient; and it does in a measure take considerable of the teacher's time away from the other grades."

(INSPECTOR J. H. HUTCHISON, *Onoway*.)

"In twelve ungraded schools Grade IX was taught with a fair degree of success. In most of these this advanced instruction was undertaken without consulting the Inspector. In a few of them it was desired by the Board in order to avoid paying fees to a district where the pupils could have received a better type of training in High School work."

(INSPECTOR J. A. FIFE, *Edmonton Rural*.)

"The number of rural ungraded schools, which attempt to carry on instruction beyond Grade VIII shows an increase from year to year. In 1925, the work of Grade IX was conducted in fourteen schools, and Grade X in two districts with commendable efficiency. Where these advanced pupils are located within a reasonable travelling distance from a graded centre, this advanced service is not encouraged in the one-room school, with little available time for actual instruction and lacking in essential equipment, but in a number of other districts the initial work in this field has strengthened the determination of a bright boy or girl to obtain a more efficient type of education and I have met several of these pupils doing higher work in High School centres. While there is a danger of the teaching assuming the mere outlining of grade material with over-emphasis on its memorization, the pupils receive opportunities for industry, initiative and self-reliance, which will serve them in good stead in the regular High Schools.

"I cannot speak too highly of the splendid service given by the teachers who are carrying on the instruction in these village and town schools where the pupils require much individual assistance, encouragement and tactful leadership in order that they may persevere to final success. The Boards are anxious to give the best service and are always ready to carry out any suggestions, which tend to enhance the efficiency of their respective schools."

(INSPECTOR J. J. LeBLANC, *Westlock*.)

"Work above Grade VIII was carried on in 48 ungraded schools during the first half of the year and in 44 in the second half. In the schools where this work has been authorized the attendance is usually light.

"The work shows a general improvement over that of last year. Teachers doing the work are becoming better equipped and Boards show a deeper appreciation of the necessity of securing capable teachers before planning to take the work. There is still need for reference books and simple apparatus for teaching elementary science."

(INSPECTOR H. R. PARKER, *Vermilion*.)

"The two-room schools were not so successful in the Departmental examinations as one would like. In six of these staff changes took place at midsummer and there is every prospect of much better results next year. Molodia, Wostok, and Jack Pine Grove did highly successful work. A very significant improvement has been made in the Primary grades. These have all done much in the way of yearly promotions and the alleviation of retardation. This is a most pleasing feature and promises much for the senior room.

"Late in 1924 Mundare added two rooms, and now operates seven rooms. Lamont added a fifth room in 1925 and Waskatenau a third room. The town and village schools have maintained much the same standards of efficiency as in former years."

(INSPECTOR G. S. LORD, *Lamont*.)

"There is considerable misconception on the part of some trustees and of some teachers as to the conditions which warrant undertaking advanced instruction in the one-roomed rural school. Too often boards fail to consult the inspector in regard to the matter. The determining factor in their decision, which is arrived at independently, is a purely monetary one. If the Board offers the instruction a grant of twenty-five cents per day is received; if the instruction is not offered, the Board must pay fees at the rate of three dollars per month per pupil. The argument in the eyes of a great many trustees is unanswerable.

"The number of districts operating one room, which should offer instruction in Grade X, is extremely limited. The content of the second year High School Course is now so extensive and requires such a high degree of academic qualification on the part of the instructor that, with very rare exceptions, none but teachers with first class certificates should be called upon to handle it. In certain cases, however, it may be advisable for teachers to give instruction in one or two of the subjects of Grade X in order to round out a full year's work for students who may have a partial standing in Grade IX."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"Home conditions frequently preclude possibility of many pupils' attendance at established High School centres. Accordingly application is made for them to proceed to Grade IX in the local rural school. A serious problem, therefore, presents itself as to what extent this advanced instruction in ungraded rural schools should be encouraged or allowed. While in the majority of cases the qualifications of teachers in charge of schools where such application is made is sufficient to warrant Grade IX being taught locally, the enrolment of pupils and the number of classes in many instances are too great to warrant Grade IX work being taken, since the work covering Grades I to VIII (inclusive) is the particular work of the rural public school, and should not receive interference from any source. Occasionally pressure is exerted to have Grade X work taken

as well. It is evident that only in rare instances should Grades IX and X be undertaken in a rural school.

"The teachers in charge of these town and village schools, though excessively burdened with the very large amount of work which must be attempted, are invariably capable, earnest and devoted, and are performing a real service, under conditions of great difficulty, requiring courage, resourcefulness and expenditure of much physical and mental effort."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"The board of trustees of the Kinsella S.D. No. 3190 opened a second room at the beginning of the Fall term in which are handled Grades VI to X, inclusive. By this means a new centre for secondary education has been established which is proving very acceptable to the people of the village and surrounding country, as was evidenced by the large and interested Grade IX class found in this room on the occasion of my Fall inspection. The work in the lower grades has also been strengthened by the opening of a higher room.

"Work in Grades IX, X, and XI is being handled in the senior rooms of the Chauvin, Edgerton, Wainwright, Irma (rural high), Kinsella, Sedgewick, Loughheed, Hardisty and Hughenden. With the majority of rural school boards willing to have Grade IX taught in their schools, and with this number of village and town centres where a High School course may be continued and completed, the opportunity afforded any ambitious boy or girl in this inspectorate for obtaining a High School education is decidedly good."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"In the majority of cases this advanced work means Grade IX or nothing to the pupils. In many cases when a pupil has been allowed Grade IX and perhaps X at home the parents can finance XI at some urban centre. Thus a boy or girl is started on an educational career that he or she otherwise would not have thought of or been able to finance. I further believe that this advanced instruction has a beneficial influence on the other pupils. It is an inspiration to them and gives a better tone to the school. My instructions are that a teacher should give no more time during school hours to Grade IX than to Grade I or any other grade. Frequently 20 to 30 minutes is the total per day that the High School grade should get.

"There are seven consolidated schools in the inspectorate: Forestburg No. 45, five teachers; Donalds No. 57, Botha No. 61 Galahad No. 62, have each four teachers; Gadsby No. 21, and Hastings Coulee No. 64 (a purely rural consolidation) have each three teachers; while Scollard has two teachers. The four- and three-roomed schools are taking up work up to Grade XI. The schools are operating successfully with from one to six or seven vans."

(INSPECTOR P. H. THIBAUDEAU, *Stettler*.)

"A large number of rural schools provide instruction in Grade IX work and some five or six in that of Grade X. The success of this instruction depends on a number of factors: the ability of the teacher to so organize her work that assistance can be given to these grades without interference with the requirements of the juniors; her ability to actually teach the advanced subjects; and the ability of the advanced pupils to work for themselves. In about half of the schools giving this advanced instruction these factors were present and the work was satisfactory. In most of the others I felt that the pupils were getting a smattering of advanced work which they certainly would miss were the instruction not authorized. In no case do I issue an authorization where the juniors are likely to be interfered with.

"There are fifty graded public school rooms in the Red Deer Inspectorate. The districts in which these are found vary very much. Red Deer and Lacombe have well defined grades doing work equal to that of Calgary or Edmonton. Nordegg, a mining town, has a seven-room school in which many nationalities are found, and I cannot speak too highly of the attitude of the people there towards the privileges which this school

is allowing them and of the splendid results being obtained. The other graded rooms are found in villages of varying sizes and in all of them, without exception, a high standard of work is being done.

"The work of the senior teachers in such village schools deserves the highest commendation. They have under them grades from V to XI in some cases. The conditions under which they have to struggle are often not of the best, and their physical equipment for High School work is all too scanty. But they are making a success of their work, due to indefatigable zeal and a proper attitude towards their profession."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"The demand for strong teachers and for those holding first class certificates is continually increasing, and there is an ever-increasing number of students desirous of taking the work beyond Grade VIII in their own schools. My records show that there have been 135 Grade IX, 43 Grade X, and 28 Grade XI students in attendance at the rural and consolidated schools during the year. About fifty per cent. of the rural districts are taking the higher work and it looks as if this number would increase.

"It is necessary that a neutral party be left to decide as to the schools in which this work should be taught, and this is left with the school inspector."

(INSPECTOR W. J. McLEAN, *Trochu*.)

"In the two-roomed schools, in the Hainstock, Harmattan and Penhold districts, the work is being taken up to and including Grade X. Although very little Science equipment is provided, a fairly good type of work is being done.

"In the larger schools of the towns and villages Grades I to XI, and in some cases Grade XII, are taught. In these schools, however, it has been rather difficult to get men of sufficient experience and ability to work for the salaries offered. As a result the principals are changing nearly every year. This destroys almost all continuity and consequently impairs the efficiency of the schools. In the main, however, the town schools are fairly well equipped and doing good work."

(INSPECTOR R. H. LIGGETT, *Olds*.)

"The most unsatisfactory type of work that I have observed this year is the advanced instruction that is being carried on in the senior rooms of two- and three-roomed schools where Grades IX, X, and XI are generally taught in addition to one or two grades of the senior public school. It is an exceptionally good teacher who can obtain satisfactory results in teaching the present High School curriculum when burdened with so many grades.

"The three town schools, Banff, Canmore, and Strathmore, have well equipped and efficiently staffed schools. A very satisfactory type of work has been done in these schools during the past year. The boards of trustees in these three centres are keenly interested in their schools and they are very desirous that they reach high standards in every respect."

(INSPECTOR F. G. BUCHANAN, *Calgary Rural*.)

"There are two consolidated schools in this territory. Each one has three rooms and is teaching Grade XI. One case, that of Mountain View, is not completely satisfactory as one unit and is not being properly served, because of the long distances and poor roads the children have to travel to reach school. Taxes are rather heavy in both consolidations but the boards are able to supply well graded systems and to provide for three years of High School work."

(INSPECTOR C. C. BREMNER, *Macleod*.)

"The eleven consolidated schools, employing a total of thirty-three teachers, all operated for the full ten months' term, although seven of them are in the drought-stricken areas, where surrounding schools oper-

ate for only part time and only with the assistance of loans from the Department. Nine of these consolidated schools carried on High School work."

(INSPECTOR JOS. MORGAN, *Lethbridge.*)

"In my opinion the quality of instruction given and the attainment of the students in Grade IX and X are steadily improving in rural, two-room and consolidated schools. Probably this may be accounted for by (1) a greater familiarity with the course of studies, (2) more permanency of the teaching body, and (3) a feeling on the part of both teacher and student that a good year's work is necessary to stand the test successfully of the unit system of examinations."

(INSPECTOR J. F. BOYCE, *Bassano.*)

"In most of the village schools, the school system has been reduced to one unit with no High School work attempted. In the towns High School work is being conducted and is proving a success. I cannot commend too highly the efforts of such men as those who handle the work of all the higher grades, who act as principals of rather difficult schools and who complete a year's work with a good percentage of successful students. Needless to say such teachers are held in high esteem in the community and are retained as long as they are willing to stay."

(INSPECTOR F. S. CARR, *Medicine Hat.*)

"There are thirteen consolidated schools in my inspectorate, but no two-room rural schools. Of the former, one is operating under Section 208 of the School Act, while three others have had to reduce their staffs by one teacher each, owing to the decrease in the number of children attending. These changes make it necessary for each teacher to teach a larger number of grades, and for this reason the work generally is not so well done."

(INSPECTOR JOHN SCOFFIELD, *Foremost.*)

OFFICIAL TRUSTEESHIPS.

From time to time situations develop, in school districts, which demand administration by an Official Trustee. Some communities require this kind of control permanently: in others inability to secure three persons properly qualified for the office of trustee, renders the trusteeship a temporary necessity. Occasionally disputes and local differences make it impossible for a local board to function in the educational interests of the community. There are rare cases in which boards mismanage the affairs of the school district and an official trustee is necessary to place the business affairs of the district on a right basis and a sound footing.

In situations, such as those referred to, it is the custom of the Minister to appoint an official trustee who is, in all cases, an inspector of schools. With his knowledge of the law, his experience, and his acquaintance with local conditions he is well fitted to discharge the duties assigned in the law to a school board. The work is done without expense to the district.

While the official trusteeship is an effective instrument for the prompt correction of bad conditions, it is recognized as an arbitrary and dangerous procedure, and is, accordingly, resorted to only in rare instances, and after the fullest and most careful investigation has been made, and the justification for the action fully established.

"In March one of these districts elected a Board and has been conducting its own affairs since that time. One of the remaining two has given me very little trouble and it has not been necessary to devote much time to it, but the other one has given me a great deal of extra work and has been the cause of considerable anxiety. In this district conditions have much improved and I expect soon to be able to ask the ratepayers to elect a board to manage their own educational affairs."

(INSPECTOR J. A. FIFE, *Edmonton Rural*.)

"During the past year the affairs of four districts were administered by myself as Official Trustee. Three of these were taken over from my predecessor in the inspectorate and although the ratepayers have been urged at each annual meeting to elect a board, the members present have refused to assume any responsibility in the administration.

"In the Calling Lake S.D. the Government has to assume financial obligations if the school population is to receive the advantages of education for a portion of each year, and the parents feel that their needs will receive quicker and more effective consideration if the administration centres in a departmental official."

(INSPECTOR J. J. LeBLANC, *Westlock*.)

"During the past year I held two Official Trusteeships, both within the boundaries of my own territory. Each trusteeship held by an inspector represents a considerable amount of extra work and tends to reduce his efficiency in the other fields of endeavor more properly associated with his duties. Official trusteeships, however, are a necessary device for the effective administration of the School Act. They are a last resort and should be used only when satisfactory results cannot be secured by any less direct methods."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"The Collieries S.D. No. 4075 is my only Official Trusteeship. It is situated at the coal mines about two miles out of Big Valley. It has been practically no trouble to me. In 1925 it took no extra time. It has one teacher with about fifteen pupils in attendance."

(INSPECTOR P. H. TRIBAUDEAU, *Stettler*.)

"There are three districts here of which I am Official Trustee. In one of these, Willow Valley No. 3200, the people were unable to agree in matters concerning the school, so they unanimously voted for the appointment of an outsider to run the school. The district is in very poor financial circumstances but I have managed so far to keep it running and the discord has died almost completely."

(INSPECTOR C. C. BREMNER, *Macleod*.)

"During the year I administered continuously the affairs of eighteen districts as Official Trustee, four of which were outside the Lethbridge Inspectorate. There is no probability of more than one of these being able to assume its own administration during the year 1926.

"Eleven are Hutterite districts. The problems peculiar to these make a very considerable demand upon time, energy and tact. The Department is securing good results there, but the Hutterite districts will continue to need special care for many years."

(INSPECTOR J. MORGAN, *Lethbridge*.)

"Seventeen Official Trusteeships, two of which are consolidated, six others active and nine abandoned districts, required a great deal of my time, energy and attention. No insuperable difficulties have been met in connection with this phase of the work but the necessary attention to the detail of it consumes a large amount of valuable time. It will be noticed on my statistical report that the time spent in actual inspection bears to the time spent in other departmental duties as 11 to 16. The multiplicity of problems arising out of Official Trusteeships, organization, adjustment

of boundaries, investigations and duties other than inspection, require so much time and attention that one's thinking is gradually but surely drawn away from the most important and main phase of the work, viz., actual inspection. As a result one finds the work of inspection occupying a second, third, or fourth place in his mind."

(INSPECTOR J. F. BOYCE, *Bassano*.)

"During the year 1925 the number of Official Trusteeships which I held was increased by two, and I now hold seven. While this work adds very materially to my duties I have been able to secure the services of a good secretary in every case, and together we have been able to put the affairs of these districts in a much more satisfactory, business-like condition."

(INSPECTOR JOHN SCOFFIELD, *Foremost*.)

TEACHERS' CONVENTIONS, SCHOOL FAIRS, SPORTS DAYS.

"Conventions were held at Grande Prairie and Peace River. British Columbia teachers in the Pouce Coupe District were invited to attend the convention at Grande Prairie. Teachers from as far east as Kinuso and as far west as Dunvegan were in attendance at Peace River. The registration of forty teachers at each place indicated a healthy interest. The programme extended over two days and included complimentary social of appreciation of the helpful and interesting programme.

"A very fine Patriotic Musical Festival was held in Peace River on May 24th and 25th. At this Festival, chorus and solo competitions attracted 175 participants. The winners were:

Junior Chorus—High Prairie School.

Intermediate Chorus—Peace River School.

Senior Chorus—Grande Prairie School.

"The boys and girls in the choruses had the very great pleasure of receiving the shields and medals, along with personal congratulations, from His Honor ex-Lieut. Governor R. G. Brett. It is hoped to continue this Festival annually, to be held alternately at Peace River and Grande Prairie. Plans have been made to enlarge the competitions for 1926.

"The Grande Prairie Boys and Girls' Swine Club had a very successful year. The district competitions for judging aroused much interest. In the Provincial Competition, held at Edmonton, two members won the Canadian Pacific Railway Cup and a trip to the Royal Stock Show at Toronto as guests of the Company. The carload of bacon hogs prepared by the members of this Club was adjudged the best shipment ever marketed in the Province."

(INSPECTOR L. B. YULE, *Peace River*.)

"On November 5th and 6th the teachers of the Edmonton Rural, Onoway, and Westlock Inspectorates met in convention in Edmonton. Without doubt it was the most helpful convention to the teachers which the combined inspectorates have held."

(INSPECTOR J. A. FIFE, *Edmonton Rural*.)

"Five School Fairs and Sports Days combined were held. The work exhibited was well up to the average of former years. Parents showed a keen interest in both Fairs and Sports. A small entrance fee was charged and the proceeds devoted to the prize list funds.

"A two-day convention of the teachers was held at Vermilion early in November. About eighty teachers were in attendance. The programme consisted of addresses by local teachers on topics of current interest and addresses by representatives of the University of Alberta, the Junior Red Cross, the A.T.A., and the Department of Agriculture."

(INSPECTOR H. R. PARKER, *Vermilion*.)

"Under the direction of Mr. Newcombe, the District Agriculturist, the Vegreville Fair was a decided success. I attributed this to the Club idea, which he recommended for each department of the fair, with a board of directors in charge of each. The directors assumed complete responsibilities and outlined the policies to be followed. Monthly meetings of directors and teachers stressed the unity of the fair body, sustained interest in it, and acted as a clearing house for the difficulties encountered by teachers in attempting to solve problems.

"Five only of the New Canadian districts in this division took part in fair activities. When inspecting these schools I found both teachers and pupils very eager and enthusiastic to participate, but the attitude of the trustees and of the majority of the ratepayers was very disheartening. A great deal of missionary work has to be undertaken before successful work can be accomplished in these districts.

"Following the regular sessions of the Convention a school festival was held in an adjoining hall. Competitions in music and oratory were open to winners in their classes at the contests held during the school fairs of September. The contest was staged before a gathering of teachers so as to demonstrate the work that could be done in typical schools, especially the New Canadian schools where the musical ability of the children is of a high standard. The performance of the Bukowina and Buczac schools was very creditable and reflects the patience and industry of the teachers. According to the adjudicators the Innisfree and Vegreville schools had also attained a high standard in their classes."

(INSPECTOR OWEN WILLIAMS, *Vegreville*.)

"School fairs were held in 1925 at Ryley, Killam, Strome, Camrose, Round Hill, and New Norway. The number of schools associated with these centres in this enterprise varied from four to eighteen. While the number of schools associated with any one centre, and the number of exhibits, vary from year to year, there is steady progress in the quality of all exhibits in the several departments. Pupils are gaining experience and are showing expertness in the preparation and the exhibition of exhibits in the various classes. The interest of pupils, parents and ratepayers of the districts interested has been maintained and intensified. The greater emphasis that is being placed on the quality of school work exhibited, and the interest that is attaching to the literary and musical features of the school fair bulletin, are gratifying. The school fair project is reacting beneficially in all districts where the teacher is aware of the possibilities offering for effective service and leadership in school and community enterprises."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"One or two reasons might be cited why these school fairs are beneficial to the pupils taking part in them: (a) The motivation of such subjects as Art, Penmanship, Composition, Industrial Arts, and Practical Agriculture. This I take to be the strongest argument in favor of the school fair. (b) A corollary of (a); marked improvement in the work connected with the above-named subjects. (c) The social side of the pupil is developed by meeting pupils from other schools and by entering into friendly competition with them. Thus a strong community spirit is fostered."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"We held our Tenth Annual Sports on July 1st. The regular day is June 3rd, but due to the heavy rains there was no attendance. Eight hundred and one Prize Badges were distributed for the individual events and three championship shields awarded in baseball. At the Teachers' Convention in November five championship shields were competed for in basketball. Sports days are held for the children of nearly every district either individually or by grouping with other districts.

"We held our Annual Teachers' Convention in Stettler on the 5th and 6th of November. Ninety-three teachers registered. They expressed themselves as enjoying the discussions. The practice of dividing into

sections—high school and public school, (three divisions of the latter)—meets with the teachers' approval. The high school section, especially, reporting profitable discussions.

"The Fourth Annual Meeting of the trustees of the inspectorate convened on the first day, Thursday. Owing to the farmers being very busy with their threshing caused by the delay from the heavy rains of the latter part of September and the forepart of October, the attendance was light, about twenty being present. But the discussions were good. The joint banquet, held in the evening with the teachers, was a very pleasant affair."

(INSPECTOR P. H. THIBAUDEAU, *Stettler*.)

"There is an improvement in the type of school exhibits. They may not be quite so showy owing to the cutting down of the amount of art work, but they are more effective, every class being based on the Course of Studies. In the prize list used in 1925 the suggestion was made that all school work be turned in by June 30th. This was done in a number of cases and the results were admirable. I would suggest that this be made compulsory. The outlook for 1926 fairs, as far as school work is concerned, is better too because the teachers already know that the prize list will not be changed.

"On October 22nd and 23rd a Convention was held in Red Deer. It turned out to be the most helpful meeting of teachers that has been held in this district for a long time. In welcoming the delegates to the City the Mayor stressed the fact that the life of the teacher was a life of service. The work done by the teachers at the Convention amply bore out his dictum."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"Six school fairs were held in the inspectorate during the month of September. About two-thirds of this district is organized into school fair areas at the present time, and another locality, Langdon, is preparing for undertaking its first fair next fall. The people, as evidenced by their attendance at these fall gatherings, are much interested in them. As a rule, however, the number and type of exhibits in the school division are not so good as in the other divisions. The new entry list for school work exhibits that was used for the first time this year, is more closely in line with the work actually done during the year in the class room and consequently should prove a greater incentive in securing excellence in this work."

(INSPECTOR F. G. BUCHANAN, *Calgary Rural*.)

"Most of the high school teachers of the inspectorate attended the convention of the Calgary Rural Inspectorate, where there was a section devoted entirely to high school work. At this meeting the High School Inspector was present and the teachers had the opportunity of discussing with him the various problems that confronted them in the conduct of their schools. This arrangement was something in the nature of an experiment, but I gathered, from a discussion with several of those who attended, that the meeting was most beneficial and the hope was expressed that the same plan be arranged for next year."

(INSPECTOR J. A. MACGREGOR, *High River*.)

"A joint convention of the Oyen and Hanna Inspectorates was held at Hanna, Nov. 6th and 7th. One hundred and fifty teachers were in attendance. The work taken at the convention was both interesting and profitable. The teachers took a keen interest in the discussions."

(INSPECTOR G. K. HAVERSTOCK, *Hanna*.)

"A new feature of the 1925 convention was the division into public and high school sections. One half day was devoted very profitably to the discussion of subject-matter and teaching of high school subjects, in the high school section, for the benefit of rural teachers attempting instruction in high school work.

"While the high school section was in session, the public school section, under the direction of an inspector, discussed various topics of special interest to public school teachers. Such interesting subjects as time-tables, plan-books, seat-work assignments, proper types of exercise books and care of written work, aims and methods in Citizenship, the Art and History courses, were dealt with in a thorough and helpful manner.

"G. Fred McNally, M.A., Supervisor of Schools for Alberta, was present and gave two very helpful lectures on 'The Teaching of Dramatic Literature and Geography in the Public School Grades.' Mr. McNally rendered valuable assistance in discussions and was ready with information, explanations and suggestions in regard to courses and text-books.

"Another new feature of this convention was the assembling of the ladies and gentlemen separately for a discussion of the teacher's attitude towards moral questions, forms of entertainment, and his or her own deportment in the district in which he is teaching. The discussion in the men's section was led by a young minister who was formerly a teacher. The lady teachers were addressed and led in discussion by a lady greatly interested in C.G.I.T. work. It appeared to be the consensus of opinion that much good was derived from these discussions."

(INSPECTOR F. L. AYLESWORTH, *Oyen.*)



(3) NEW SCHOOL, MOLODIA S.D. No. 1486. (4) NEW SCHOOL, BLACKIE S.D. No. 2823. (5) NEW SCHOOL, EMPRESS S.D. No. 3145.

EVIDENCES OF PROGRESS.

There is every reason for believing that we shall, in the future, look back upon the year 1925 as an outstanding one in the matter of advancement in the field of education in this Province. It marks a rather sudden change in conditions, and in prospects, as compared with the years which immediately preceded it.

Improved economic conditions re-established confidence, and this was reflected in a desire to make the schools better and more efficient. The desire for more advanced instruction was very insistent. A large number, perhaps the largest in any one year, of two-room school projects were carried into effect. The past eighteen months has seen the erection of some sixteen two-room schools in rural districts. Late in the year a third rural high school district was established. The quality of instruction in the schools showed marked improvement, and the percentage of untrained teachers in the schools was the lowest in the history of the Province, being somewhat less than one per cent. The period of operation increased as did also the percentage of daily average attendance of pupils in our schools. There has likewise been an improvement in the permanence of the teachers in schools. School properties have been improved and school equipment has been enlarged and enriched. It is indeed a pleasure to call your attention to these evidences of advancement and improved prospects as suggested in the following comments of inspectors.

"Everywhere, an uneasy and unsettled attitude has been largely replaced by a feeling of confidence for the future."

(INSPECTOR L. B. YULE, *Peace River.*)

"A steady improvement in the material prosperity of the inspectorate has brought a corresponding growth in the standard of education and correlated facilities. Early in the year, six school districts broke away from short or irregular terms of operation and wished their children to have the most approved advantages possible under a one-room organization. At Morinville, the school is now graduating an average of four students a year from its French-speaking population, and without exception they are equipping themselves at the Normal Schools for educational leadership in that territory. Westlock presents tangible proofs of its progressiveness and enterprise in the excellent school building which was completed for the fall term.

"With the marketing of this year's crop, a very appreciable improvement in tax payments is being reported. Several districts have practically wiped off all outstanding arrears and have a substantial credit balance at the end of the year. Seven rural schools will re-open in January for the first time and expect to maintain themselves as regular yearly schools. Many communities are anxious for wider facilities and are anxiously awaiting the coming of new settlers, who will make the weak and sparsely settled districts of to-day sufficiently prosperous to undertake their fullest obligations in educational advancement."

(INSPECTOR J. J. LeBLANC, *Westlock.*)

"The outstanding evidence of progress in this division is a general improvement of the attitude of rural districts to the efficient operation of a yearly school and a general desire to have work beyond Grade VIII taken up wherever this is feasible. Among the New Canadians progress is slow but encouraging. All these districts have dispensed with outside secretaries and boards show a much greater desire to meet and discuss school affairs with the local inspector than they did a few years ago."

(INSPECTOR H. R. PARKER, *Vermilion.*)

"When the census returns from the New Canadian districts came in at the beginning of the year it was evident that the congestion in these schools would be the big problem of the year in my division.

"These schools were inspected as soon as travelling conditions were favorable. The trustees were interviewed and tentative plans were suggested to relieve the pressure in the schools.

"Due to the late spring and examination work at the Department, solution of problems facing these districts was delayed until the middle of July. A series of meetings was arranged in all the localities affected by overcrowded schools and the matter of additional accommodation for the pupils was clearly explained to the ratepayers by the Chief Inspector. His experience with similar problems in other divisions was invaluable to the resident inspector. The detailed plans of school districts drafted by the Organizations Branch were of great help in counteracting conflicting proposals made by interested ratepayers.

"Eleven districts were canvassed and in nine of these the ratepayers voted unanimously for the additional room, advocated by the Chief Inspector. Six of these are in operation. Supervision of the steps necessary to bring these to completion for the fall term was a heavy task. This accounts for the three still pending settlement. However, opinion in these districts is solid for increased accommodation required but divided as to the type of building to be erected. Some of the more prosperous districts desire school buildings of brick or hollow tile.

"Five of the rural two-roomed schools provide facilities for secondary education. In all cases they serve as rural high schools. As a result of the improved type of work accomplished in the public school grades I expect all of these schools to give instruction to students in grades above the eighth next year.

"This movement has also stabilized the tenure of teachers. Commodious residences are now replacing the shacks of former days, so that positions in such districts are rendered more attractive. No difficulty has been experienced in securing capable teachers for two-roomed schools so equipped, nor in retaining their services from year to year. Since I have been in charge of this division there have been but few changes in the staffs of the two-roomed schools."

(INSPECTOR OWEN WILLIAMS, *Vegreville*.)

"The outstanding feature of educational progress in this inspectorate is the establishment of two-room schools in non-English districts. There can be no doubt of the desire of the young people to be not merely New Canadians but Canadians. If the coming generation is to share our social heritage at all fully we must see to it that their parents provide a more efficient instrument than the over-crowded one-room school. Where the enrolment is high it is not possible for the one-room school to function effectively. Just what the two-room school is capable of doing among the non-English children is evident from the fact that in 1925 for the second time in four years, the medal for the highest standing in the Grade VIII Departmental Examinations in this inspectorate was won by a pupil in the Jack Pine Grove S.D. No. 2051, a non-English district which maintains a two-room school.

"During the year Riverside S.D. No. 1606, Toporoutz S.D. No. 1935, and Lopstick S.D. No. 1433, each began to operate a two-room school. From the old buildings with cross-lights and poor ventilation to the present class-rooms the change is very great. The Riverside cottage, grounds, and buildings are very attractive. Considerable provision has been made for games and organized play. The pupils show every evidence of high appreciation of such equipment. Ruthena S.D. No. 2408, another new two-room school, is now providing a separate small residence for the second teacher. White Earth S.D. No. 3582 and Sniatyn S.D. No. 1605 have each completed a new room and will begin to operate as two-room schools early in 1926.

"White Earth District is in the north half not well developed. The people have made an extremely praiseworthy effort in providing the second room. Meetings have been held at Peremysl S. D. No. 2944, Sheptycki S. D. No. 2920 and Kaluz S. D. No. 1641. Arrangements have already been made in the first two of these districts and the work should

proceed in 1926. During the year the building at Molodia S. D. No. 1486 burned completely. It has been replaced by a solid brick and tile building, something unusual in a rural district. Four other districts have enrolments so large that they will require a second room in 1926."

(INSPECTOR G. S. LORD, *Lamont.*)

"Those responsible for the administration of education will have reason to look back with satisfaction at the progress made during the year 1925 as far as this division of the Province is concerned. The undertone of confidence which was in evidence at the beginning of the year in so many of the rural sections of my territory is continuing to grow. It has led already to the payment of large amounts of arrears of taxes and a consequent betterment of the financial standing of a great many school districts. The improvement in economic conditions has led in turn to an increased operation of the schools in outlying areas. As a result, there has been, besides the direct benefit accruing to the individual children concerned, a greater equalization of educational opportunity as between the pupils of settled communities and those whose homes lie in new and comparatively recently organized sections of this territory."

(INSPECTOR E. L. FULLER, *Wetaskiwin.*)

"Another marked note of progress is the splendid business ability shown by an increasing number of boards in the management of their school affairs. Quite a number of cases have been brought to my attention during the past year where the board, while maintaining a yearly school and improving the school plant by careful management for some years past gradually emerged from the wilderness of debt and is facing the coming year with a comfortable surplus. Perhaps a specific example of this might prove of interest. The Sunny Brae District No. 2075 has had a hard struggle with debt, but is now practically free and is entering the new year with a cash balance of over five hundred dollars. In the meantime a yearly school has been maintained and some improvement has been made on the school property each year. They now have a well equipped and serviceable school plant.

"The general outlook for the coming year is the most promising I have seen since coming here. Owing to conditions already outlined the majority of school boards are facing the problems of 1926 with confidence and optimism.

"The average school in this inspectorate is well equipped. The more recently built schools have single desks of modern type, plenty of black-board space, a well stocked case of maps and a very fair library. They are well lighted and well heated. Quite a number have a basement and furnace.

"The older schools invariably have a splendid library of from three to five hundred volumes, these having been carefully selected from the Departmental lists. The newer schools are not nearly so well off in regard to library. A lack of supplementary readers in one or more grades required by the present Course of Studies has been noted in nearly all rural schools and I have made it a matter of general policy during the year to stress this point in my report to the trustees. The result has been to increase the school library by the needed supplementary texts in a large number of schools."

(INSPECTOR M. O. NELSON, *Wainwright.*)

"From year to year one cannot expect any startling or outstanding improvements. But advancement is gradual and last year was gratifying in the several lines of educational progress in the inspectorate. With but one school falling below yearly operation and that one operating 185 days this line of providing school facilities for the rising generation is the best yet for this territory. The frequent change of teachers was at least not worse than last year. Very few teachers failed to take a reasonable interest in their schools. Trustees were creditably ready to provide all reasonable equipment for successful teaching."

(INSPECTOR P. H. THIBAudeau, *Stettler.*)

"I consider the outlook for 1926 a very promising one. Despite the poor harvest weather and the low grading of grain there has been a heavy crop and there is a spirit of optimism abroad which will undoubtedly reflect itself in the schools. I look for longer periods of operation in the poorer districts and an increase of efficiency in the older settled ones owing to the provision of more equipment and facilities generally which have been stinted for some years back."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"As in former years the educational activity here has been steady and commonplace rather than spasmodic or phenomenal. Nevertheless, I believe real and definite progress has been made. The teacher problem seems to be solved and we are now able to get plenty of teachers to man the schools.

"I believe, too, that in the main, our teachers are very earnest and sincere in their work. It is only rarely one finds a teacher marking time. As a body they are interested in the advancement of the pupils and doing their best to further their progress."

(INSPECTOR R. H. LIGGETT, *Olds*.)

"The town and village schools are taking a much greater pride in fixing up their grounds than they used to do. Grounds are being enlarged, trees planted and cared for, and the schools will present an entirely different appearance from what they did a few years ago. This is more in evidence in the prairie parts of the inspectorate at the south, than in the portion farther north. Carbon, Three Hills, Acme and Trochu, are giving much pains to the improvement of their school grounds. There is a remarkable community spirit shown and the people of the district, both farmers and townsmen, give much free labor to make their school surroundings more pleasing. It is expected that these activities will extend farther north during the coming year. A start will be made at Bashaw as the trustees have decided upon this."

(INSPECTOR W. J. McLEAN, *Trochu*.)

"Some interest has been shown in the scheme of rural high school districts which offers one solution of this problem. Discussion of the organization of a district of this kind by the people living around the village of Rockyford culminated in December in a visit of the Chief Inspector of Schools. Public meetings were held and the question was thoroughly discussed. A vote taken subsequently resulted in a poll of 53 to 23 in favor of the organization of the rural high school district. This is the first district of this kind to be organized in this inspectorate and it is possible that others favorably situated for its successful operation will consider the matter."

(INSPECTOR F. G. BUCHANAN, *Calgary Rural*.)

"During the year 1925 new schools were built in two rural districts; Blackie district erected a two-roomed brick building; while a new solid brick four-roomed school was completed in the town of Vulcan. In all of these districts temporary quarters had been used and the new building will provide, for the time being at least, excellent accommodation for their school populations."

(INSPECTOR J. A. MACGREGOR, *High River*.)

"The most encouraging feature of the present situation is the tendency nearly everywhere in this inspectorate to regard the operation of the school throughout the ten months prescribed by the School Act as a necessity. Wherever the financial standing permitted, the schools opened promptly at the beginning of the term, and where loans were necessary the schools concerned were opened as soon as the loans were arranged. To this may be added the greatly increased regularity of attendance, due, I think, very largely to the presence of more efficient teachers, who stimulate the interest of the pupils in their work and convince the parents of its importance."

(INSPECTOR JOS. MORGAN, *Lethbridge*.)

"A fine, modern, four-room brick school, erected at Standard was the main evidence of progress in this inspectorate during the year.

"With regard to the educational outlook in the Bassano inspectorate for 1926 I feel that the prospects are brighter than a year ago."

(INSPECTOR J. F. BOYCE. *Bassano.*)

"As stated in the report for 1924, the most evident progress has been made among the New Canadian schools. The use of English, responsiveness, good manners, courtesy, every one of these, show development. This development may be ascribed to two factors, the fact that railroad building and the growth of villages has brought both children and parents more in contact with English-speaking people and the world outside, also to the work of the teachers in the district. There is no doubt that to these teachers who have interested themselves in the life of the district and have lived there as fellow-citizens with the other citizens of the district, is due most of the progress."

(INSPECTOR F. S. CARR, *Medicine Hat.*)

It is a satisfaction to be able to report that the work of inspection of schools has shown steady and marked progress throughout the year 1925.

I have the honour to be, Sir,

Your obedient servant,

G. W. GORMAN,

Chief Inspector of Schools.

REPORT OF CHIEF ATTENDANCE OFFICER

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your attention the following report dealing with the enforcement of the School Attendance Act during the year 1925.

In the enforcement of the School Attendance Act during the year 1925 there were 1,715 Preliminary Letters addressed to parents. In 1,089 cases the children returned to school within ten days. In 92 cases sickness prevented the return of pupils within that time. Ninety-four children removed from the district, and in 14 cases the children were above compulsory school age. In 17 cases the schools were closed, and in 37 cases exemptions had been secured either from a Justice of the Peace, a Police Magistrate or the teacher of the school for work, thus making the detention from school legal. In 23 cases the teacher failed to report following the Preliminary Letter. The remaining 349 cases will require further attention during the year 1926.

It was necessary to issue during the year 1,542 Final Warning Notices, resulting in the immediate return to school of the children affected in 1,039 cases. Sickness prevented return in 67 cases and removal of the child from the district in 54 cases. In 39 cases the children had become fifteen years of age and were therefore excusable, while in 13 cases the school had closed before report could be received, and in 11 cases work certificates had been granted excusing the absence of the children from school. In 14 cases no reports had been received from the teacher up to the close of the year. In 305 cases further attention will be required during the year 1926.

The total number of cases referred to Inspectors during the year was 202 which resulted in prosecutions in 59 cases, in which 56 convictions were secured and three cases dismissed.

As formerly, the Attendance Act in cities and towns was enforced by the Local Attendance Officers, and the monthly reports received from those officials indicate that during the year the attendance has been better than in previous years.

The following quotations from Inspectors' reports for the year indicate that on the whole the School Attendance Act is being well observed throughout the Province:

"Conditions affecting regularity of attendance at schools during 1925 have been, in the main, favorable. Examination of the school registers with respect to the monthly percentage of attendance of pupils indicates, in the majority of cases, a creditable record. Heavily drifted roads in the winter months, which became almost impassable when the spring thaw came, were responsible for diminution of attendance in certain areas. The very abnormal weather conditions of October which so seriously interfered with harvesting and threshing, made it necessary in

many cases for the retention at home of the older pupils to relieve the acute situation caused by the scarcity of farm help. There are still communities in which irregularity of attendance is serious, and where constant effort to encourage and to require attendance at school is necessary."

"No prosecutions were undertaken under the Attendance Act during the year. The Warning Notices sent out by the Attendance Branch seem to have been very generally effective. In several cases these notices were supplemented by inquiries and interviews with parents."

"Violation of the Compulsory Attendance Act is becoming less frequent throughout the schools in my territory. In one case drastic legal action had to be taken, but the result is still pending; the case is being handled by the Provincial Police."

"The attendance has steadily improved in this inspectorate. The percentages of attendance are higher than ever before. As compared with five years ago the change is very great."

"Attendance has been good in most districts and regularity is becoming a fixed habit. Where this was not the case I was able to overcome the difficulty by calls on the negligent parents, and in no case was prosecution necessary."

"Last spring the Doukhobors refused to send their children any more, but two prosecutions brought all their children back and some others who had not been in attendance before. In some other instances regular attendance was secured by writing or interviewing the parents."

"The enforcement of the School Attendance Act took up but two days in 1925. Two parents were prosecuted for violation of the provisions of the above Act and one man for hiring a girl during the operation of school and not sending her to school. He was ignorant of the law in the matter. A few cases were dealt with by visiting the parents at the time of inspecting the schools. The Act seems to need fewer prosecutions and visits to parents than formerly."

"The Attendance Branch has a system whereby a close check is kept on all children, and through the very marked care and efficiency of this department the child of the indifferent parent is protected and has an equal chance with the more fortunate pupil. I have not found it necessary to make any prosecutions this year as parents are being educated to the necessity of sending their children to school, and a warning will now generally serve the same purpose as was served by a prosecution a few years ago."

OPERATION.

During the year 1925 correspondence in connection with operation of schools was dealt with by the Attendance Branch as during the previous year. This consisted in the main in keeping the Inspectors advised of termination of teachers' agreements so that they might in turn take the necessary steps to have the school boards secure teachers and continue the operation of their schools with the least possible loss of time.

Other matters dealt with in connection with operation related to the agreements between boards and teachers which came to hand and which in many cases were not in harmony with the requirements of the School Act with respect to the taking of yearly vacations. In such cases the matters were brought to the attention of the school boards direct so that operation might be carried on as far as possible in harmony with the requirements of the School Act.

Another important part of the work carried on during the year was the approval of agreements between boards of adjoining districts relative to joint operation for the education of children of two or more districts in one school partly because of financial conditions and in some cases largely because of the small school population. Dealing with this phase of the work entailed considerable correspondence, as it is necessary to ascertain that all children of school age are being fairly provided for before approving agreements under Section 208 of the School Act. By this method two hundred and twelve school districts provided for the education of their children in schools other than their own during 1925. Such school districts will receive grants as if their own schools were operating, as provided for under Section 16 of the School Grants Act.

From our records it appears that during the year some one hundred and sixty-five school districts in the Province did not operate schools either because of the fact that there were no children of school age residing in the district or there were so few children that owing to road conditions and distances from schools of adjoining districts or other districts operating, it made it impossible or unnecessary to provide education. Our records show that of the one hundred and sixty-five school districts, twenty-three were under the Educational Tax Act, that is to say, they had no children of school age to provide for and had no liabilities to meet; and consequently, for the purposes of tax collection, were placed under the Educational Tax Act. Besides these twenty-three that were actually under the Educational Tax Act many others had no children of school age, but because of their liabilities required to make an assessment for the purpose of retiring their debentures and other debts.

One of our Inspectors among the New Canadian districts of the Province says:

"Nineteen hundred and twenty-five was the best year of the inspectorate from the standpoint of operation. The full period of 200 days was made by the greater number of the schools, and the others operated not many days short of 200 days. The districts expect to operate their schools now as a matter of course, and steady pressure must be directed to have them operate during the winter and take vacation in the summer as the School Act requires, rather than pursue the opposite course as many non-English districts are doing at present. This matter is now receiving active attention and there is every prospect that winter operation will be observed in 1926 in many districts where the practice has heretofore been otherwise. Where the roads are good there is no more reason to close a non-English school than any other school."

Another Inspector states that during the year 1925 all schools in his inspectorate were in operation except one where adverse financial conditions of an unusual character existed. That school he states will be in operation in March, 1926. With respect to winter operation he states that except in the case of a very few districts in isolated communities where road conditions and distances are serious obstacles during the winter months, there is no real reason why schools should not operate strictly within the terms indicated in the School Act without special dispensation from the Minister of Education under Section 182 of the School Act. He states further that better school conditions prevail and a higher type of work is secured in

those rural schools which begin operation promptly with the New Year and re-open on the conclusion of the regular summer vacation period.

Another Inspector states:

"The most encouraging feature of the present situation is the tendency nearly everywhere in the inspectorate to regard the operation of the school throughout the ten months prescribed by the School Act as a necessity. Wherever the financial standing permitted, the schools opened promptly at the beginning of the term, and where loans were necessary the schools concerned were opened as soon as the loans were arranged. To this may be added the greatly increased regularity of attendance, due, I think, very largely to the presence of more efficient teachers, who stimulate the interest of the pupils in their work and convince the parents of its importance."

The tables prepared by the Statistical Branch of the Department show that while the operation for the year 1925 is, so far as the number of schools is concerned, practically the same as for the year 1924, the percentage of attendance for the entire Province shows a slight improvement over the previous year, the average monthly percentage of attendance being, for the year 1924, 87.25, and for the year 1925, 87.44.

I have the honour to be, Sir,

Your obedient servant,

D. C. McEACHERN,
Chief Attendance Officer.

REPORT OF SCHOOL LIBRARIES AND FREE READERS BRANCH

THE HONOURABLE PERREN BAKER,

Minister of Education,

EDMONTON, ALBERTA.

SIR, —

I have the honour to submit for your consideration the following report of the School Libraries and Free Readers Branch for the year 1925.

There are in existence in this Province 3,067 school districts with organized libraries, each city being regarded as one district, though as in the rural districts, each urban school has its independent library. Due to the 1923 Amendment to the School Grants Act only 578 school districts received grants in books during the past year. The total value of grants paid in books was \$9,449.64 and the number of volumes distributed was 14,618.

The initial grant of \$15.00 provided for by the Grants Act forms the nucleus of a school library, and was paid to forty schools which operated for the first time during last year. A very considerable proportion of these districts has now qualified under the Act and will receive, during the next few months, a fairly substantial grant in library books.

During the past year 348 shipments of library books went forward by express, 14 consignments by freight, and 216 by parcel post.

The Amendment to the School Grants Act came into effect just after the new public school curriculum came into force, and therefore, many districts did not have the opportunity of obtaining, through the library grant, the books recommended in the new course. To meet this situation, a committee of teachers, under the chairmanship of one of our inspectors, recommended as essential to the school library, a list of supplementary readers. The Libraries Branch prepared a circular listing the titles of these suggested books, and making special prices as an inducement to school boards to purchase this recommended material. Other inspectors, being very sympathetic towards this endeavor to assist both teacher and student, have made recommendations to school boards and have been instrumental in placing in schools many books required for the interpretation of the new course. As large numbers of our schools are not receiving library grants it is very encouraging to find that some school boards, where sufficient funds are at hand, are not only taking good care of their existing libraries, but are willingly purchasing additional books for the benefit of the students. A number of districts have augmented their libraries by raising funds through the holding of concerts and socials.

Our school library catalogue contains over six hundred titles covering all books prescribed in the Course of Study for public schools, also the reference books suggested for the use of teachers in both public and high schools.

LATEST PUBLICATIONS.

We have added very considerably to our stock of new books during the past year, and now have a very complete list of books bearing upon the most important sections of the Programme of Studies. On Canadian History, we have "By Star and Compass," (tales of the early Explorers of Canada) by W. S. Wallace, "A History of Canada," by W. L. Grant, professor of colonial history at Queen's University, "Knights Errant of the Wilderness," (tales of the early Explorers of the Great North-West) by Morden H. Long, professor of history at the University of Alberta, "Where the Buffalo Roamed," by Miss Marsh, in a revised edition, "Francis Parkman's Works," complete in twelve volumes, and many other works on travel and exploration in this dominion by well-known authors.

English history has also received considerable attention. Among the titles recently added to our list are, "A History of the British Constitution," by J. Howard B. Masterman, professor of history in the University of Birmingham, "English History," by R. B. Mowat of Corpus Christi College, Oxford, "A Social History of England," by George Guest, B.A., and many others by eminent historians.

The subject of Geography has been a live issue during the past year. Therefore, we have found it necessary to add the following up-to-date books to our list: "Story of the Earth and Its People," by J. E. Wetherell, containing many colored illustrations and photographs, "Cornish Geography," and the "Atlas" specially prepared for use in conjunction with this work, also "Nelson's Geography Practice Books," complete in a set of six volumes retailing at fifty cents per copy. For the more advanced student our stock includes "An Economic Geography of the British Empire," by Charles B. Thurston of Kilburn Grammar School, "Commerce and Industry," by J. Russell Smith, professor of Economic Geography in Columbia University, "Principles of Human Geography," by Huntington & Cushing, "Man in Many Lands," by L. W. Lyde of the University of London, "Man and His Work," by A. J. Herbertson of Oxford University.

To assist students and teachers in Grade XI the Department instructed Mr. M. J. Hilton, head of the Science Department at the Edmonton Technical School, to write a manual for Geography 1. On completion of the work, the manuscript was purchased by the Department, and when published made a book of three hundred and five pages. The book is composed of three sections, namely, Weather and Climate, Industrial Geography and Commercial Geography, and contains sufficient material to enable the teacher to adequately present the subject. By the Department owning the manuscript, we were able to publish a book of such great dimension at a price of 75 cents postpaid to the student.

On the subject of Agriculture in Grade X there has been considerable information sought from time to time. The Department's policy of furnishing the desired material, written to correspond with the course, has been greatly appreciated. During the past year, the Department commissioned Mr. G. V. Van Tausk, M.A., B.Sc., In-

structor in Agriculture at Victoria High School, Edmonton, to write a manual for this course. The manuscript was purchased from the author and the copyright is the property of the Department. We are now selling this to the student in single copies at thirty cents postpaid. The work has proven very satisfactory.

In connection with the subject of Agriculture, we carry in stock reference books for teachers such as, Benson and Bett's "Agriculture," Warren's "Elements of Agriculture," "Soils and Plant Life," by Cunningham and Lancelot, "Agricultural Bacteriology," by Conn, "Types and Breeds of Farm Animals," by Charles S. Plumb, "Soil Fertility and Permanent Agriculture," by Hopkins, and many other very interesting and descriptive works on the subject.

In the past there has been considerable demand for books of Bible Stories, and this year, after very careful study of a number of Bible Story books covering both the Old and New Testament, the Department decided to add eight new titles on this subject and they have proven very acceptable to our school libraries. Among the writers of these stories are T. Hodder Williams, Sir Arthur Quiller Couch and T. R. Glover.

Art is a subject which during the past few years has come very much to the front. We carry in stock pictures published by the Perry Picture Company finished in sepia, size 5½ x 8 inches, made up in sets for a grade. These sets of pictures are obtainable by a student at twenty-five cents a set postpaid. During the past year we have supplied over 58,000 pictures assorted and 16,000 leaflets descriptive of these pictures for the use of children in Grades I to VIII inclusive. We also stock all the reference books on this subject required by the Art teacher.

There has been a particular demand for material for testing the ability of students in Arithmetic, Reading, Spelling and Handwriting. The Courtis Standard Research Tests, also Munro Standard Reasoning Tests, have been the popular tests in Arithmetic; Munroe Silent Reading and Gray's Oral Reading Tests for the subject of Reading. Supplementing the Public School Speller we use the Ayres' Spelling Scale, and in the grading of handwriting there is a considerable demand for Ayres' Handwriting Scales.

NEW CANADIAN SCHOOLS.

When selecting books for non-English districts a special effort is made to furnish reading suitable for the younger generation, and for the adult population a class of literature that will stimulate a movement towards improvement in rural conditions among the New Canadians. Teachers in some of our foreign districts are doing excellent work in conducting night classes for the adults of the district. The Libraries Branch is endeavoring to assist them by recommending supplementary material, also books which have proved very beneficial in such class work. A work by Alfred Fitzpatrick, principal of Frontier College, entitled "Handbook for New Canadians," is being strongly recommended by our inspectors as a guidance for teachers. "Spelling and Language Lessons for Beginners in English," by W. J. Sisler, is a book which has proven very helpful to the student and has been sold in large numbers.

MAIL ORDER SERVICE.

During the past few years we have devoted a section of this Department to the mail order business in professional books. This service has come to be much appreciated since we are in a position to furnish by return of mail any book prescribed for any subject in the curriculum. During the past year we received over 5,000 orders for special material required by teacher or student.

There is one other very important item and that is, that our prices to the profession are at least twenty-five per cent. less than if purchased in the open market. This saving in cash to the teacher and the saving also of time in procuring the material has made the service of great value.

TEACHERS' CONVENTIONS.

During Easter week a convention of the Alberta Educational Association was held at the First Presbyterian Church in Edmonton with over 1,600 members of the profession in attendance. The Libraries Branch took this opportunity to have on display in the lecture room of the church a complete stock of all books carried by this Branch. The display afforded a large number of teachers the opportunity to examine a collection of educational books unsurpassed by the stock of any bookseller in the Province.

During the month of November, a number of local conventions took place under the direction of the school inspectors. To twelve points in the Province, where these conventions were held, the Libraries Branch forwarded a collection of books to the inspector for display purposes. At the conclusion of the conventions a number of letters were received from the inspectors telling of the appreciation of the teachers and how the books sent for examination by that body had proven very helpful to a great number attending the convention. This Department is very anxious that teachers, who are not fortunate enough to be able to visit the School Library Offices on account of residing in some far-off part of the Province, should have the opportunity to examine the many books suggested for use in connection with the latest Programme of Studies, and has, therefore, adopted the foregoing plan of reaching them.

The two Normal Schools in this Province purchase through this Department professional books required for their school libraries, also any additional material for use in the class-room, such as, supplementary readers, magazines and the latest test material for the benefit of Normal students.

The Department of Indian Affairs at Ottawa, which has charge of the Indian Schools in Alberta, has all supplies in the form of books furnished to these schools through this office.

I much regret to report the death of a very valuable member of the library staff, Mr. David Donald Yule, who passed away on March 2nd, 1925. Mr. Yule had been a member of the staff since the inception of the School Library system, and in his demise the Department suffered a severe loss.

He was a man with very wide teaching experience, a great reader and student, and therefore was particularly fitted for the position which he held for nearly eleven years. His high moral worth and social qualities gained for him the esteem and admiration of his many friends.



D. D. YULE.

DISTRIBUTION OF CANADIAN READERS.

During the past year, the Free Readers Branch of this Department has distributed to schools the following books:

Book I	Book II	Book III	Book IV	Book V
20,235	18,608	17,656	16,972	19,311

Readers are furnished free to students in grades I to VI inclusive. The following shipments were made to school districts: By express, 992; by freight, 51; by parcels post, 3,745.

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

WILLIAM H. NOBLE,
*Manager, School Libraries
 and Free Readers Branch.*

REPORT OF DEBENTURE BRANCH

THE HONOURABLE PERREN BAKER,
Minister of Education,
 EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of the Debenture Branch for the year 1925.

DEBENTURES AUTHORIZED, REGISTERED AND SOLD DURING 1925.

Authorized by Board of Public Utility Commissioners, 67 issues.....	\$444,450.00
Registered by Department of Education, 67 issues.....	\$441,450.00
Registered in 1924 but paid by purchasers in 1925.....	4,000.00
	<u>\$445,450.00</u>
Registered in 1925 but proceeds not available until 1926.....	4,100.00
Total amount of Debentures taken delivery of by purchasers during 1925.....	<u><u>\$441,350.00</u></u>

BOND SALES

SOLD THROUGH DEBENTURE BRANCH:

82.5% of total number of issues sold were disposed of through the Debenture Branch.

4 Town issues	\$ 84,500.00
1 Village issue	25,000.00
16 Consolidated issues	63,250.00
35 Rural issues	68,500.00
	<u>56 Issues</u>
	<u>\$241,250.00</u>
Less 2 Rural issues	2,300.00
	<u>\$238,950.00</u>

SOLD DIRECT TO SCHOOL DISTRICTS:

17.5% of total number of issues sold were disposed of direct by the School Districts

2 City issues	\$155,000.00
4 Village issues	24,000.00
1 Consolidated issue	14,000.00
5 Rural issues	11,200.00
	<u>12 Issues</u>
	<u>\$204,200.00</u>
Less 1 Rural issue	1,800.00
	<u>\$202,400.00</u>
	<u><u>\$441,350.00</u></u>

TOTAL OF 1925 SALES

2 City issues	\$155,000.00
4 Town issues	84,500.00
19 Village issues	87,250.00
3 Consolidated issues	39,000.00
40 Rural issues	79,700.00
	<u>68 Issues</u>
	<u>\$445,450.00</u>
Less 3 Rural issues registered in 1925, but proceeds not available until 1926.....	4,100.00
	<u><u>\$441,350.00</u></u>

AVERAGE RATE AT WHICH DEBENTURES WERE SOLD

4 Town issues	6.37%
19 Village issues	6.50%
3 Consolidated issues	6.00%
40 Rural issues	6.50%
All issues	6.47%

STATEMENT OF CONTRACTS FOR ERECTION OF RURAL, VILLAGE
AND TOWN SCHOOL BUILDINGS APPROVED BY DEBENTURE
BRANCH, DEPARTMENT OF EDUCATION, 1925

ONE-ROOM SCHOOLS.

DEPARTMENTAL PLANS.

Plan	No. of Bldgs.	Total Cost	Average Cost
A-1 (24 pupils)	2	\$ 3,850.00	\$ 1,925.00
A-1A (24 ")	2	4,287.00	2,143.50
A-2A (23 ")	1	1,800.00	1,800.00
A-4A (23 ")	1	1,960.00	1,960.00
A-5 (40 ")	1	1,700.00	1,700.00
A-6A (40 ")	1	1,345.00	1,345.00
A-6B (40 ")	2	5,250.00	2,625.00
A-8 (40 ")	1	1,880.00	1,880.00
A-14 (29 ")	1	2,148.00	2,148.00
A-14B (29 ")	1	2,250.00	2,250.00
A-B1 (40 ")	1	2,065.00	2,065.00
Special plans	12	23,419.00	1,951.60

SPECIAL CASES.

Plan	No. of Bldgs.	Total Cost	Average Cost
A-1 (basement)	1	\$ 2,290.00	\$ 2,290.00
A-2 (material only)	1	838.55	838.55
A-2A (amended)	1	1,698.00	1,698.00
A-3 (native lumber)	1	1,745.00	1,745.00
A-14 (amended)	1	1,932.00	1,932.00
Log (vol. labor)	1	150.00	150.00

NOTE:—In several of these cases the school was erected by voluntary labor.

TEACHERS' RESIDENCES.

Plan	No of Bldgs.	Total Cost	Average Cost
Special plans	4	\$ 4,390.00	.....

SCHOOLS DESTROYED BY FIRE.

Alliance No. 3376
Kleskun Hill No. 3428.
Meanook No. 3105.

Cottonwood No. 2074.
Glory Hills No. 400.
Climax No. 722.

TWO-ROOM SCHOOLS.

DEPARTMENTAL PLANS.

Plan	No. of Bldgs.	Total Cost	Average Cost
B-1 (80 pupils).....	1	\$ 3,150.00	\$ 3,150.00
B-3 (80 ").....	1	7,200.00	7,200.00
B-4 (80 ").....	1	3,945.00	3,945.00
Special plan	1	6,000.00	6,000.00

LARGER SCHOOLS.

Plan	No. of Bldgs.	Total Cost	Average Cost
8 Room Brick and Tile.....	1	\$35,191.00*	.....
5 Room Brick and Tile.....	1	22,496.00	.....
4 Room Brick and Tile.....	1	13,972.00	.....
4 Room Brick	1	25,407.00	.....

*NOTE:—The Lloydminster school, being located on the inter-provincial boundary, was financed jointly by the Alberta and Saskatchewan Districts of that name. The Alberta share of total was \$17,000.00.

ADDITIONS AND ALTERATIONS.

Plan	No. of Bldgs.	Total Cost	Average Cost
1 Room Addition.....	5	\$15,375.00	.....
2 Room Addition.....	1	3,585.00	.....
Other Additions and Alterations.....	6	5,717.00	.....

IMPROVEMENTS AND REPAIRS.

Plan	No of Bldgs.	Total Cost	Average Cost
Districts issuing Debentures for purpose of improving and repairing school premises	5	\$ 2,366.00	.....

SUMMARY.

One-room schools	32	Additions	8
Two-room schools	4	Improvements	5
Larger schools	4	Buildings destroyed	6
Residences	4		

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

AUSTIN SCOFFIELD,

Manager Debenture Branch.

REPORT OF DIRECTOR OF TECHNICAL EDUCATION AND PRINCIPAL OF THE INSTITUTE OF TECHNOLOGY AND ART

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of the Provincial Institute of Technology and Art, Calgary, and of the Provincial Director of Technical Education, for the year 1925.

The Institute of Technology and Art has had a good year. The interest in its work has been increasing until the capacity of the shops has become entirely inadequate, and as a consequence it has been necessary to refuse admission to many students. If there has been doubt in the mind of any as to the need for such an institution as part of the educational equipment of the Province such doubts must have entirely disappeared in the light of the demand for the courses offered. As the opportunity offered by the Institute has become more widely known, the demand for its services has increased in a remarkable manner, until during the present year possible students equal to fully twenty-five per cent. of the present enrolment had to be refused admission through lack of accommodation. This growth has been remarkable because it has not been unduly stimulated. There has been no intensive plan of advertising. There has been no systematic canvassing for students. A very limited amount of money has been spent on advertising and that in not more than four of the papers of the Province. The Calgary daily press, however, has been very considerate and has done many things during the year that have been helpful and in the interests of the Institute. This service is greatly appreciated and gratefully acknowledged.

There are several reasons why the Institute has made a successful appeal. The programme has been organized to meet the industrial conditions peculiar to the Province. No rigid academic requirements have been demanded for admittance. A competent staff of devoted instructors, skilled in their respective departments, have given of themselves without stint to make the work a success. The natural resources of Alberta make the people hopeful of the future and appreciative of the need for preparation in order to profit from these resources. The complex mechanical equipment such as tractors, motor cars, electric lighting systems, and radio, challenge youth to the understanding and control of these things. This peculiar challenge is being met by private industrial schools and by courses through the mails, widely distributed by commercial correspondence schools. The long winter months without serious responsibilities in rural life make a condition favorable to the development of such an institution. There is a social satisfaction to consider as well as that which comes with the development of efficiency and educational attainment. This is all to the good because it is preparing a public to properly evaluate

its great natural advantages, to appreciate and demand mechanical services, to participate in the development of the potential wealth of the Province.

Greater responsibility than the mere teaching of certain practical courses rests on such an institution. These are important and must be a major interest. But a man must do more than earn a living, he must live. With a view to broadening the interests of the students in social movements and for inspiration, a programme of weekly talks has been given to the students by Calgary citizens. These have been much appreciated. The following men have assisted in this service: Messrs. A. Calhoun, C. E. Brown, S. J. Davies, A. C. Newcomb, S. Baggs, Dr. E. W. Coffin, Dr. E. R. Selby, Rev. Dr. David Bovington, (Brandon), Father MacDonald and Dr. H. H. Bingham. Messrs. C. C. Richards and L. H. Bennett also assisted. Arrangements for physical training, with an allotment of school time, have been carried out under the direction of Sergeant-Major O'Hanlon of the Normal School staff assisted by Sergeant Barker. Games have been organized and volley ball, basketball, hockey and baseball have been played. An enthusiastic orchestra has been carried on during the fall term under the leadership of Mr. Ernest Hodgkinson. Periodical assemblies are organized by the Students' Association and conducted in the Auditorium. The annual banquet held in the spring term in the Elizabethan Room of the Hudson's Bay store was a great success. All these factors contribute to the development of a spirit of good fellowship and assist in the proper functioning of the Institute.

There have been no new courses organized during the year. There is little opportunity for expansion without the provision of additional accommodation. The Railway Station Agents and the Farm Construction courses, newly organized in 1924, have filled the space available for them. In the former course we have been unable to accept all who applied for admission. There is still room in the senior classes, but in practically every course offered, excepting Drafting as a vocation, students have been disappointed. The electricity class was filled by the middle of August and the motor mechanics early in September. Because of inability to get places when applications were made, several prospective students have filed their applications for admittance in October, 1926.

The outstanding characteristic of the enrolment heretofore has been the fact that a great many students spent just the one term or less in the Institute. This year ninety-six students returned to the regular courses started the previous year, and of these seventy-seven were enrolled in senior groups. Others returned for special work, and these fitted into the senior group enrolments. Twenty-one diplomas were issued during the year, sixteen in electricity, three in motor mechanics, and two in drafting. The Institute feels that its reputation is in the keeping of its graduates, so they are made to measure up to rigid requirements as to attendance and shop work, as well as to written examinations.

The academic quality of the student body is improving and the Institute is attracting, more and more, those who graduate from the high school. This is a very wholesome sign. Every encouragement

is given young people, deficient in academic attainment, to make good their handicap before they come to their training as mechanics. It has been observed in several cases that persons have been stimulated to work for a higher education through finding that they have natural aptitude and ability. It is hoped that more and more of this influence may be effective in the future.

There has been a decided improvement in the evening class service, beginning in the fall term. The attendance at the evening classes has been good and in some of these classes no more could be admitted. The following courses have been given: Electricity (lecture course), Motor Mechanics, Automotive Electricity, Armature Winding, Steam Engineering, Oil Chemistry, Machine Shop Practice, Building Construction and Estimating, Mechanical Drafting, Telegraphy, Steam Engineering Mathematics, Chemistry for Cleaners and Dyers, Show Card Making and Industrial Art.

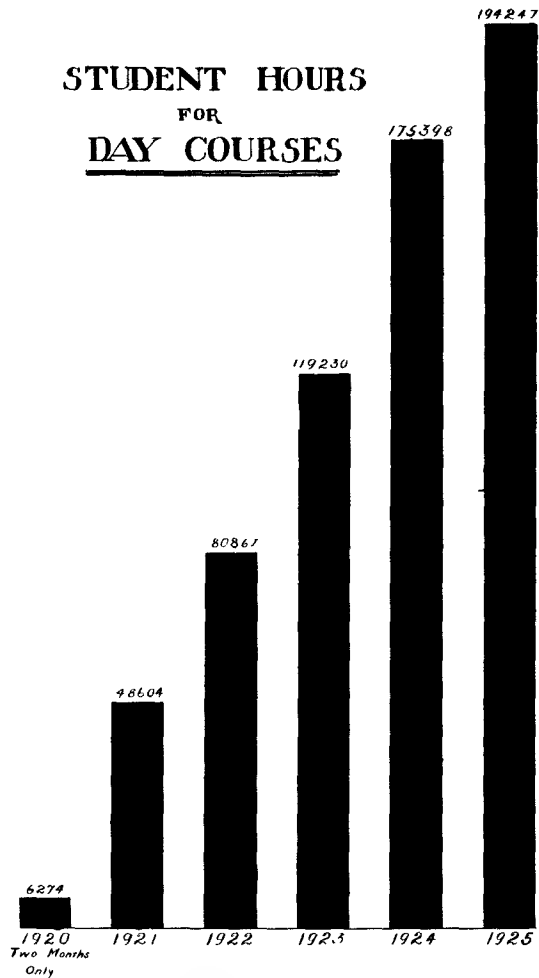
The correspondence department has not been so heavily loaded as in previous years, the enrolment for mining courses being particularly light. The mining industry in the province has been disorganized and men have not had the incentive to study. It appears that with the improved conditions developing this work should increase. The time left free by the release of the staff from their duties in connection with correspondence work has been utilized in taking care of the increased enrolment in the day course. The instruction in steam by mail has maintained itself fairly well. This service could be materially increased with more attention to advertising and a little personal canvassing. The fact that the Institute gives these courses is becoming quite widely known, however, and many complimentary letters have been received commending the service.

ENROLMENT 1924-25.

Course	Day	Evening	Correspondence	Total
Armature Winding	..	14	..	14
Automotive Electricity	21	44	..	65
Drafting	10	16	..	26
Dressmaking and Millinery.....	35	..	..	35
Electrical Engineering	95	38	..	133
Farm Mechanics and Construction..	15	..	..	15
Machine Shop	..	39	..	39
Mining	1	..	68	69
Motor Mechanics	80	33	..	113
Steam Engineering	32	..	170	202
Telegraphy	15	14	..	29
Tractor Engineering	89	..	..	89
Total.....	393	198	238	829

From the table it appears that there has been a falling off in the attendance in the day classes. This will be true so far as personnel is concerned, while as a matter of fact there was a much better attendance as shown on the graphs below. The evening class attendance was down fifty-seven and the correspondence work shows a decrease of forty-seven. The evening class enrolment for the fall term shows no increase. The bad weather conditions in October seriously affect-

ed attendance for this month because of holding back a number from enrolling until after threshing.



The best unit to indicate the real service the Institute is giving is the student hour unit. At best the Institute must regulate itself materially to the time when those desiring its services are available. Many students come in late and leave early. There are many part time and short term students. Because of these a mere statement of persons enrolled does not give an adequate idea of the work done. The graph shown above brings vividly before us the growth in the Institute better than the enrolment tables.

The average age of the students in the day classes is 21.4 years, whereas the average age last year was 20.04 years.

The average academic standing of the student body is 8.8, counting each person according to the grade he was in when he left school.

Approximately seventy-one per cent (71.2%) of the students

have their home address in places outside the city of Calgary, with about twenty-nine per cent (28.8%) resident in Calgary. This is an increase in the enrolment of out-of-Calgary students.

The nationalities of the fathers of the students enrolled are as follows:

Canadian	115	Danish	6
English	84	Dutch	6
Scotch	41	French	5
Irish	20	Ukrainian	5
Welsh	6	Italian	4
American	47	Austrian	4
Norwegian	13	Chinese	4
Swedish	13	Swiss	1
Russian	12	Pole	1
German	8	Czecho-Slovakian	1

DISCIPLINE.

There have been no serious offences committed by the students of the Institute during the year. The spirit of the classes has been good. There have been no incidents worthy of comment associated with the fact that four hundred and seventy-five Normal students and four hundred Technical students mingle with each other, using many services in common. The joint students' council has functioned efficiently and smoothly throughout the year.

STAFF.

Regular meetings of the staff are held throughout the year. During the month of September these meetings are held daily when the plans in detail for the year are discussed. This year the September meetings were largely devoted to the discussion of the job analyses which had been carefully prepared previously. A spirit of good fellowship prevails and the staff are genuinely interested in the development of the Institute. The following part time instructors have been engaged during the year: Messrs. A. C. Wagner (Motor Mechanics), G. Collinson (Winding), L. Browning (Electricity), P. T. Hagan (Mathematics), C. J. McFarlane (Tractors), W. P. Rhodes (Battery), C. Duthie (Steam), M. McLellan (Blacksmithing), D. R. Montgomery (Vulcanizing), F. Gilbert (Machine Shop), Geo. Pilkington (Carpentry).

The following men served as evening class instructors: Messrs. A. M. McNair (Steam Theory), W. P. Rhodes (Battery and Ignition), A. C. Wagner (Motor Mechanics), Geo. Collinson (Armature Winding), G. H. Morton (Electrical Theory), C. S. Hoogveldt (Drafting) H. Pryde (Telegraphy), A. Higgins (Steam Engineering Mathematics), F. Lantz (Oil Chemistry), E. D. Campbell (Chemistry for Dyers and Cleaners), H. J. Howell (Show Card Printing), F. S. Gilbert (Machine Shop Practice).

Mr. J. Fowler spent a portion of his summer in the Canada Cement Company Plant at Exshaw. Mrs. Lucy Innis took a course in "Job Analysis" for her department in the University of Minnesota. Mr. J. H. Ross also continued a course he is taking at the University of Minnesota. Mr. Leo Pearson was engaged in the drafting depart-

ment of a structural steel corporation in California. Mr. C. C. Richards visited a number of mining centres in Alberta in the interests of the Institute. Mr. R. M. Dingwall returned from a visit to Scotland, enthusiastic about a low temperature carbonization process for Alberta coals. These outside contracts are important in keeping the staff in touch with out-of-school conditions. It makes them more valuable as instructors.

During the year Mr. S. J. Davies and Mr. Robt. Gendall resigned from the staff. Mr. Davies was appointed petroleum engineer under the Dominion Government, and Mr. Gendall moved to the Coast. These men were very competent in their respective departments and they have been missed from the staff. Mr. Fred Young, M.A., was appointed to take the place vacated by Mr. Davies. Mr. Young is a young man of first class academic standing, having been on the teaching staff of the University of Alberta. He entered upon his duties in September with enthusiasm and has become a very valuable asset to the Institute. No appointment has been made to fill the vacancy in the Electrical department. Mr. Collinson has carried on this work in the shop in a very acceptable manner.

An outstanding event of the year was the Conference held at the Institute during Easter week. This Conference was called for the purpose of discussing the possibility of working out some plan of co-operation among the four Western Provinces, under which an extension in the work of vocational correspondence courses and the night class instructional programme might be carried out and made more effective. Dr. C. A. Prosser, Dunwoodie Institute, Minneapolis, and Mr. A. W. Crawford, Director of Technical Education for the Dominion, were present, and the Departments of Education in Manitoba, Saskatchewan, Alberta and British Columbia were represented. Papers were submitted by Dr. F. S. Sexton of Halifax, and Mr. F. P. Gavin of Ontario. After a careful canvass and discussion of the problems the following resolution was passed:

Whereas it is desirable that co-operative action be taken in the four Western Provinces in the formulation of standard courses for vocational correspondence and evening schools; and

Whereas it is desirable that investigation be made of the feasibility of co-operative action along other lines of vocational education:

Therefore this conference recommends that each of the four Western Departments of Education appoint one representative to act upon an inter-provincial vocational education committee for the purpose of—

- (a) Considering and reporting upon standard courses for correspondence and evening schools, and indicating methods for their compilation and distribution;
- (b) Reporting to the various departments upon the scope of inter-provincial co-operation;
- (c) Preparing the details of any scheme or agreement arising out of clauses (a) and (b), and submitting the same to the Departments of Education concerned

The proceedings of this Conference were published as a pamph-

let issued by the Technical Education Branch, Department of Labor, Ottawa.

The members of the Inter-provincial Committee have been appointed by the respective provinces, but have not been able to meet yet to consider their problems.

The Edmonton Technical School has been making progress. It appears to have consolidated its position among the educational agencies in the city and to have an expanding field of usefulness ahead of it. It is regrettable to report that the Edmonton Public School Board has deemed it wise to further curtail the scope of its Manual Training and Household Science departments. Our system is weak in expressional subjects and the loss of any of this type of education in urban life is serious. There has been no further curtailment in Calgary. The Pre-Vocational School opened the fall term with an increased enrolment. The Calgary Commercial High School is carried on in poor quarters. The limitations in the accommodation have made it necessary to limit the number of students who can be admitted. The Commercial departments in the Edmonton Public School system have a slightly smaller enrolment than in the previous year. The Edmonton R. C. Separate School Board is now conducting a Commercial department with an attendance of over forty pupils. Lethbridge has a good commercial school. In Medicine Hat the commercial subjects are taught only in the evening school.

Evening classes are conducted in Calgary, Edmonton, Lethbridge, Medicine Hat and Drumheller. There are possibilities for the extension of this service to other points where it has been carried on previously, but before this work is placed upon an effective basis a much more detailed and definite programme must be offered. This is a task of considerable magnitude which might be carried out economically and efficiently by co-operative effort among the Departments of Education of the four western provinces.

There is a great field ahead in the development of an adequate policy for vocational education in Western Canada. The correspondence course is the most effective means of offering opportunity to all the people wherever they may live. Well organized evening courses for those places where it is possible to gather groups, having a common interest, to study some special line is the next most comprehensive step in the development of the universal service. In this type there is the personal influence of the instructor, which is a mighty factor. The ordinary "practical man" who might serve as an instructor needs a great deal of assistance in organizing and in teaching his subject. This should be done for him. Those cities where population and financial conditions make it possible to have a technical or a pre-vocational school might provide facilities according to their peculiar needs. The Drumheller Valley and the Crow's Nest Pass are two districts where one might anticipate the erection of specialized types of Technical schools. With the re-introduction and expansion of manual training and household arts and the establishment of a programme outlined above, the Technical Institute might function as a finishing school for specialized services, open to all the provinces. A co-operative arrangement with the four provinces participating could

be worked out at a minimum cost if such seemed desirable and the Federal funds under The Technical Education Act were available. It is a great challenge.

I have the honour to be, Sir,

Your obedient servant,

W. G. CARPENTER,

Director of Technical Education.

REPORT OF STATISTICIAN

THE HONOURABLE PERREN BAKER,
Minister of Education,
 EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the general statistics for the year ending June 30th, 1925.

The figures contained in these statistics are based on information given by teachers, secretaries of school boards and official auditors. Their reports have been thoroughly checked in order that the report for the Province as a whole may present an accurate picture of affairs as they really exist. Since every reasonable effort has been made to establish absolutely reliable bases the conclusions set forth below would seem to be justified by the data.

In 4,759 rooms or departments of the publicly controlled elementary and secondary schools in 3,033 school districts the enrolment was 147,796. Of this enrolment 50,387 were in 66 City and Town school districts, 5,202 in 10 separate school districts, and 24,032 were in rooms of other graded schools. The total number of rooms in 306 graded schools was 2,032. There were 6,535 pupils in 173 rooms of 67 consolidations and 6,081 pupils in 194 rooms of 93 rural graded schools. There were 68,175 pupils in 2,727 ungraded schools.

The average monthly percentage of attendance was 87.44 of the monthly enrolment. Comparison with previous years will be found in table 23. Graph IVa shows the average number of pupils per class-room.

The increase in enrolment in the upper grades as compared with the lower grades since 1912 (the year in which the twelve grade system was introduced) may be seen in the following statement:

PERCENTAGE OF ENROLMENT.

Year	Grade I	Grades IX to XII	Grades VII to XII
1912.....	32.24	3.92	14.65
1913.....	32.08	4.09	14.50
1914.....	29.86	4.44	15.51
1915.....	25.54	5.38	17.19
1916.....	25.14	5.81	18.06
1917.....	24.87	5.62	18.45
1918.....	25.41	6.22	19.42
1919.....	26.05	6.52	20.39
1920.....	24.93	6.74	21.31
Jan.-June 1921.....	25.24	6.04	18.94
1921-1922.....	22.81	7.53	21.26
1922-1923.....	20.87	8.29	22.73
1923-1924.....	19.51	9.13	23.39
1924-1925.....	18.23	9.95	24.23

The distribution of pupils by grade, leaving school at the age of 15 years since 1919 by percentage was as follows:

Year	Grades					
	I	II	III	IV	V	VI
1919.....	2.20	2.30	2.20	4.80	7.70	12.90
1920.....	.91	1.21	2.06	4.23	7.04	13.20
Jan.-June 1921.....	1.12	1.05	3.92	6.09	9.91	16.84
1921-1922.....	1.14	1.61	3.59	7.02	11.28	16.52
1922-1923.....	1.08	1.01	3.99	5.62	8.68	13.08
1923-1924.....	.54	.90	2.46	3.36	5.47	9.06
1924-1925.....	.39	.81	2.13	3.65	6.33	8.57
Average for 7 years...	1.05	1.27	2.91	4.97	8.06	12.88

Year	Grades					
	VII	VIII	IX	X	XI	XII
1919.....	29.10	26.60	8.40	3.10	2.	.40
1920.....	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-June 1921.....	19.16	33.55	6.65	1.47	.24	....
1921-1922.....	19.29	29.79	6.59	2.34	.81	.02
1922-1923.....	18.97	28.50	11.90	4.59	2.18	.40
1923-1924.....	20.94	32.87	14.48	7.36	2.47	.07
1924-1925.....	20.45	34.94	12.60	7.19	2.84	.10
Average for 7 years...	20.72	30.89	10.39	4.59	1.99	.54

The tables immediately preceding show a marked increase in the proportion of students taking advanced work. The average age of pupils at the completion of Grade VIII for the Province is 14.7 years, while the fifteenth birthday marks the limit of compulsory attendance. In general, then, there is no compulsion to attend the secondary grades, so that the increase in these is voluntary. It is gratifying to note the marked decrease in the percentage of pupils leaving school in the lower grades at the age of 15 years.

The amount of time lost by pupils in ungraded schools during the period of operation is not as great now as that lost by pupils of graded schools previous to 1920. However, the difficulties of the ungraded school have not as yet disappeared. The average number of days attended by pupils in ungraded schools was 120.49 as compared with 151.86 in graded schools. Recently organized schools and those in remote areas are still unable to operate for a full year. The average number of days of operation in ungraded schools was 178.73 and in graded schools 195.10. The shorter school operation in ungraded schools was due to the pioneering conditions existing in the outlying districts. The efforts of the Government to relieve the situation in such districts may be seen in the various provisions of the School Acts and Regulations.

The cost of education is dealt with in tables 29 and 30.

I have the honour to be, Sir,

Your obedient servant,

I. V. HALL,
Statistician.

TABLE 1.
CLASSIFICATION OF PUPILS.

Grades	No. of Pupils June 30, 1924	Per cent. of enrolment	No. of Pupils June 30, 1925	Per cent. of enrolment
I.....	28,761	19.51	26,952	18.23
II.....	18,218	12.36	18,169	12.29
III.....	19,277	13.08	18,953	12.82
IV.....	17,982	12.20	17,976	12.16
V.....	15,468	10.49	15,922	10.77
VI.....	13,180	8.94	14,015	9.49
VII.....	10,410	7.07	10,744	7.28
VIII.....	10,631	7.22	10,352	7. .
IX.....	5,891	3.99	7,034	4.76
X.....	4,086	2.77	3,855	2.61
XI.....	2,606	1.78	2,959	2.
XII.....	863	.59	865	.59
Totals.....	147,373	100.	147,796	100.
Elementary Grades.....	133,927	90.87	133,083	90.05
Secondary Grades.....	13,446	9.13	14,713	9.95

Percentage of enrolment in Secondary Grades was 9.13 in 1924 and 9.95 in 1925. Private school pupils are included in this table.

TABLE 2.
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION
OF PUPILS IN GRADED AND UNGRADED SCHOOLS.

Attendance and Classification	Graded Schools	Ungraded Schools
Number of Pupils enrolled.....	79,621	68,175
Aggregate days' attendance of Pupils.....	12,091,138	8,215,044.5
Daily average attendance of Pupils.....	63,170.36	44,709.8
Percentage of attendance of total enrolment	79.34	65.58
Average number of days attended per Pupil	151.86	120.49
Average length of school year.....	195.10	178.73
CLASSIFICATION: Grade I.....	11,337	15,615
II.....	9,179	8,990
III.....	9,519	9,434
IV.....	9,309	8,667
V.....	8,616	7,306
VI.....	7,591	6,424
VII.....	5,936	4,808
VIII.....	5,593	4,759
IX.....	5,240	1,794
X.....	3,540	315
XI.....	2,899	60
XII.....	862	3
Total Attendance.....	79,621	68,175

The percentage of attendance of total enrolment shows an increase over the previous year in Graded Schools and a decrease in Ungraded Schools. The time lost by Pupils is less than last year. Ungraded Schools are one-roomed schools, and are for the most part rural.

TABLE 3.
AVERAGE AGE OF PUPILS.

Grade I.....	7.1
Grade II.....	8.3
Grade III.....	9.3
Grade IV.....	10.4
Grade V.....	11.5
Grade VI.....	12.3
Grade VII.....	13.3
Grade VIII.....	14.7
Grade IX.....	15.3
Grade X.....	16.5
Grade XI.....	17.1
Grade XII.....	18.3

TABLE 4.

Age	Total No. of Pupils	Percentage of enrolment
5 years and under.....	653	.44
6 years.....	7,667	5.19
7 years.....	14,705	9.94
8 years.....	16,313	11.04
9 years.....	16,429	11.12
10 years.....	16,669	11.28
11 years.....	15,260	10.33
12 years.....	14,374	9.73
13 years.....	13,551	9.17
14 years.....	11,666	7.89
15 years.....	9,443	6.39
16 years.....	5,462	3.69
17 years.....	3,046	2.06
18 years.....	1,433	.97
19 years.....	626	.42
20 years.....	266	.18
21 years and over.....	233	.16
Total.....	147,796	100.

The compulsory age limit in Alberta is 15 years, but 7.48 per cent. of enrolled pupils were over 15 years of age.

TABLE 5 DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
School Year Ended June 30th, 1925.

	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Grade I.....	Boys Girls	349 300	3655 3650	5302 5276	2534 2552	940 949	376 375	157 142	91 88	56 42	34 34	19 11	5 5	4 1	2 1	1 2			13523 13429
Grade II.....	Boys Girls	2 2	161 180	1822 1841	3371 3392	2115 2076	832 840	360 361	205 195	131 84	63 67	32 23	6 2	2 2	3 3				9103 9066
Grade III.....	Boys Girls		6 15	216 227	1782 1995	2987 3163	2217 2158	1064 918	687 487	317 272	162 116	83 50	21 11	2 7	3 3	3 1		2	9530 9423
Grade IV.....	Boys Girls			7 10	292 351	1658 1874	2779 2944	1965 1950	1152 985	626 477	316 233	175 115	26 23	5 8	2 3	1 1			9003 8973
Grade V.....	Boys Girls				19 24	275 324	1605 1757	2281 2415	1802 1618	1153 960	601 485	256 216	55 44	11 10	2 3	1 3	1		8063 7859
Grade VI.....	Boys Girls			3	24	324	334	1356	1983	1648	950	443	108	25	7	2	2		6882 7133
Grade VII.....	Boys Girls			1	1	36	383	1568	2237	1590	758	409	122	19	7	1	1		5387 5357
Grade VIII.....	Boys Girls					3 5	35 28	296 326	967 1160	1663 1678	1358 1301	775 640	226 174	49 35	11 8	3 2			4966 4966
Grade IX.....	Boys Girls						5 1	50 42	330 327	1026 1184	1562 1685	1314 1341	500 559	130 161	31 62	12 16	3	3	5386 3116
Grade X.....	Boys Girls							4 5	42 37	253 340	688 844	1078 1214	667 887	281 391	78 116	15 36	6	4	3918 1651
Grade XI.....	Boys Girls								1 1	27 1	165 202	441 472	522 651	342 496	124 224	20 81	7	25	2204 2204
Grade XII.....	Boys Girls									1 1	23 19	145 132	253 493	318 509	222 273	109 198	54 61	42 56	1167 1792
												5 3	44 58	93 147	67 146	67 56	38 34	35 478	387 478
Total by Sex....	Boys Girls	351 302	3822 3845	7347 7358	7998 8315	8002 8427	8183 8486	7533 7727	7240 7134	6896 6655	5922 5744	4767 4676	2433 3029	1262 1784	583 850	233 393	111 155	95 138	72778 75018
Grand Totals.....		653	7667	14705	16313	16429	16669	15260	14374	13551	11666	9443	5462	3046	1433	626	266	233	147796
Beginning Grade I Within Year	Boys Girls	349 300	3431 3432	4246 4315	1561 1648	571 599	184 193	76 65	53 47	22 18	13 17	8 5	4 3	2 1		2			10520 10845
Repeating Grade I From Previous Year	Boys Girls		224 218	1056 961	973 904	369 350	192 182	81 77	38 41	34 24	21 17	11 6	1 2	2	2	1			3003 2784

TABLE 5a.

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE
UNDER AGE, NORMAL, AND OVER AGE.

Grades	Number in each grade			Total in each Grade	Per cent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Grade I.....	649	17,883	8,420	26,952	2.41	66.29	31.30
Grade II.....	345	10,426	7,398	18,169	1.89	57.40	40.71
Grade III.....	464	9,927	8,562	18,953	2.45	52.38	45.17
Grade IV.....	660	9,255	8,061	17,976	3.67	51.49	44.84
Grade V.....	645	8,058	7,219	15,922	4.05	50.61	45.34
Grade VI.....	779	7,144	6,092	14,015	5.55	50.99	43.46
Grade VII.....	693	5,468	4,583	10,744	6.45	50.90	42.65
Grade VIII.....	755	5,457	4,140	10,352	7.29	52.72	39.99
Grade IX.....	681	3,824	2,529	7,034	9.68	55.37	35.95
Grade X.....	417	2,086	1,352	3,855	10.82	54.11	35.07
Grade XI.....	371	1,573	1,015	2,959	12.54	53.16	34.30
Grade XII.....	110	491	264	865	12.73	56.75	30.52
Totals.....	6,569	81,592	59,635	147,796	4.44	55.21	40.35

This is a recapitulation of Table 5. There is a slight increase in the number of Pupils over age and behind in their grades, as compared with the previous year. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22.

TABLE 6.

GRAPH I.

DISTRIBUTION OF PUPILS

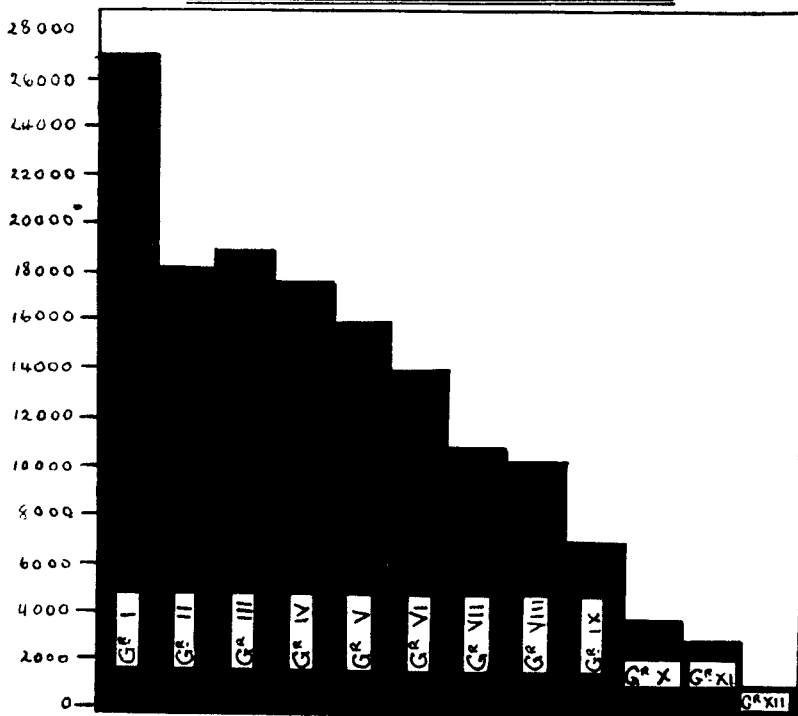


TABLE 7.

The following is the number of Pupils leaving school at the age of 15 years:

Grade I.....	15
Grade II.....	31
Grade III.....	82
Grade IV.....	140
Grade V.....	243
Grade VI.....	329
Grade VII.....	785
Grade VIII.....	1,342
Grade IX.....	484
Grade X.....	376
Grade XI.....	109
Grade XII.....	4
Total.....	3,840

There has been a slight increase over the previous year in the number of Elementary grade Pupils leaving school, but the total number is slightly less than the previous year.

TABLE 8.

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I.....	.01
Grade II.....	.02
Grade III.....	.06
Grade IV.....	.09
Grade V.....	.17
Grade VI.....	.22
Grade VII.....	.53
Grade VIII.....	.91
Grade IX.....	.33
Grade X.....	.18
Grade XI.....	.07
Grade XII.....	.002
Total.....	2.592

There continues to be a decrease here over the previous year.

TABLE 9.

The following is the percentage of the total leaving school at the age of 15 years:

Grade I.....	.39
Grade II.....	.81
Grade III.....	2.13
Grade IV.....	3.65
Grade V.....	6.33
Grade VI.....	8.57
Grade VII.....	20.45
Grade VIII.....	34.94
Grade IX.....	12.60
Grade X.....	7.19
Grade XI.....	2.84
Grade XII.....	.10
Total.....	100.

TABLE 10.

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I.....	.05
Grade II.....	.17
Grade III.....	.43
Grade IV.....	.78
Grade V.....	1.52
Grade VI.....	2.34
Grade VII.....	7.31
Grade VIII.....	12.95
Grade IX.....	6.88
Grade X.....	7.15
Grade XI.....	3.67
Grade XII.....	.46

The number of Elementary Pupils leaving school shows a slight increase over the previous year, but the number of Secondary grade Pupils shows a decrease of over 2 per cent.

TABLE 11.

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH
DURING THE YEAR JULY 1, 1924-June 30, 1925.

Month	Possible Aggregate	Actual Aggregate	Percentage Attendance Per Month
July.....	301,174.5	253,481.5	84.16
August.....	439,374.5	371,303	86.85
September.....	2,357,540.5	2,077,990.5	88.14
October.....	2,671,141.5	2,322,616	86.95
November.....	2,150,541	1,880,045.5	87.42
December.....	1,694,304	1,456,906.5	85.98
January.....	1,990,746.5	1,765,487.5	88.68
February.....	2,053,550.5	1,847,920	89.98
March.....	2,474,759.5	2,170,334	87.69
April.....	2,103,741	1,784,944.5	84.85
May.....	2,421,222.5	2,179,255	90.01
June.....	2,480,110	2,195,898	88.58

Average monthly percentage of attendance..... 87.44

Week by week attendance records would be very difficult to secure, but would be of more value than the monthly ones. This statement is more nearly correct than is a yearly one.

TABLE 12.

GRAPH II.

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE AGGREGATE
ATTENDANCE AND ACTUAL AGGREGATE ATTENDANCE SHOWING VARIATION BY MONTHS.

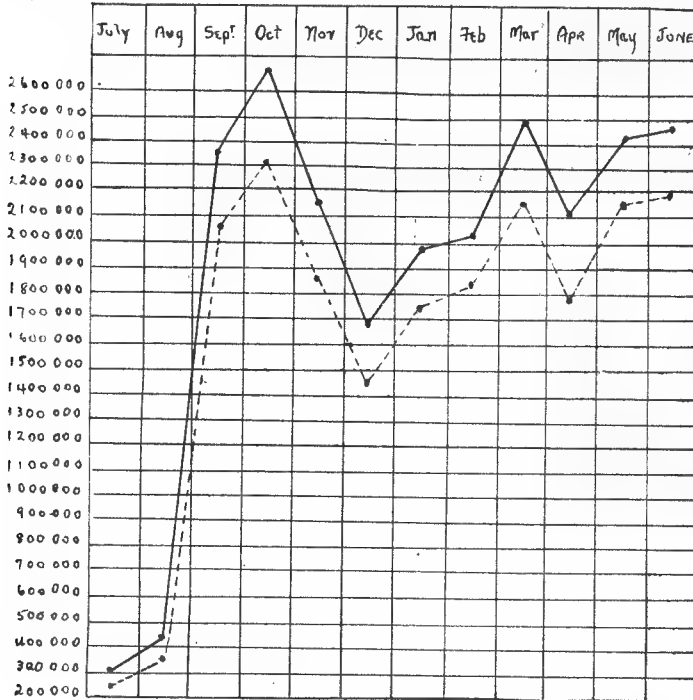


TABLE 13.

SCHOOL DISTRICTS.

School Districts in existence December 31, 1924, including units in consolidations.....	3,339
Consolidations in existence December 31, 1924.....	67
Number of school district units in such consolidations.....	214
School Districts erected during the year 1925:	
Public.....	28
School Districts disorganized during the year 1925:	
Public.....	6
Total number of School Districts in Province December 31, 1925, including the units in consolidations.....	3,361
Total number of consolidations in Province December 31, 1925.....	67
Total number of school district units in consolidations December 31, 1925.....	214
Number of Rural High Schools in Province December 31, 1925.....	2
Number of units in Rural High Schools December 31, 1925.....	11

To obtain the number of School Districts which could actually operate, deduct 214 from 3,361 and add 67. The two Rural High Schools could also be added as they are schools admitting Pupils from 11 different Districts. These are, however, Districts within Districts.

TABLE 14.

ATTENDANCE OF PUPILS.

Number of Pupils attending school during the year.....	147,796
Number of Boys.....	72,778
Number of Girls.....	75,018
Total aggregate attendance for the year.....	20,306,182.5
Total average attendance for the year.....	107,880.16

The average number of Pupils enrolled per room was 31.07, which is practically the same as in the previous year. The average attendance per room was 22.3, as was the case a year ago.

TABLE 15.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN, VILLAGE AND RURAL SCHOOLS.

	City and Town	Village	Rural	Total
Less than 20 days.....	976	651	3,330	4,957
Between 20 and 39 days.....	1,593	1,026	5,790	8,409
Between 40 and 59 days.....	1,724	1,336	5,969	9,029
Between 60 and 79 days.....	1,677	887	4,250	6,814
Between 80 and 99 days.....	1,514	822	4,600	6,936
Between 100 and 119 days.....	2,163	1,053	5,499	8,715
Between 120 and 139 days.....	2,514	1,313	6,694	10,521
Between 140 and 159 days.....	4,287	2,142	9,103	15,532
Between 160 and 179 days.....	12,046	4,649	11,992	28,687
Between 180 and 199 days.....	28,774	7,392	9,727	45,893
200 days and over.....	425	657	1,221	2,303
Totals.....	57,693	21,928	68,175	147,796

Of the Pupils enrolled 52 per cent. attended over 160 days, which is an increase of more than 4 per cent. over the previous year. This is partly due to the fact that the average length of the school year was slightly greater than last year. (See Table 22.)

TABLE 16.

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR.

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert.....	136	102.46	89.9
Edmonton.....	13,811	11,729.68	92.8
Calgary.....	13,767	11,437.44	90.5
Thibault.....	127	100.97	94.8
Macleod.....	379	312.92	91.7
Lethbridge.....	2,453	2,052.92	93.2
Medicine Hat.....	2,712	2,256.38	92.6
Fort Saskatchewan.....	306	230.62	92.1
Gleichen.....	217	172.60	89.6
Red Deer.....	684	566.02	93.6
Pincher Creek.....	282	221.45	90.8
High River.....	387	303.34	91.6

TABLE 16—(Continued.)

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR.

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
Okotoks.....	243	177.56	87.5
Innisfail.....	343	232.17	84.9
Olds.....	329	242.81	86.1
Lacombe.....	373	290.15	87.5
Wetaskiwin.....	538	434.57	91.1
Leduc.....	267	222.03	91.6
Ponoka.....	285	214.45	87.2
Cardston.....	722	601.61	92.8
Magrath.....	502	377.29	91.3
Blairmore.....	565	467.87	91.7
Didsbury.....	280	207.05	87.7
Raymond.....	566	432.44	86.6
Claresholm.....	377	265.26	87.3
Athabasca.....	133	105.49	91.5
Irvine.....	112	70.60	82.6
Taber.....	585	446.75	89.9
Stavely.....	149	103.25	85.4
Coleman.....	720	548.45	90.1
Granum.....	137	105.22	88.6
Camrose.....	608	500.19	91.1
Vermilion Centre.....	381	295.21	91.
Stettler.....	448	355.43	90.2
New Vegreville.....	532	412.34	87.5
Daysland.....	184	141.30	86.8
Strathmore.....	209	149.84	88.8
Wainwright.....	287	229.43	88.7
Hardisty.....	192	150.88	89.2
Vulcan.....	280	219.58	94.1
Tofield.....	211	156.50	86.9
Carmangay.....	108	85.50	91.4
Brooks.....	162	113.86	87.5
Bassano.....	210	170.33	91.2
Castor.....	190	147.15	86.5
Redcliffe.....	303	228.17	89.5
Beverly.....	275	215.99	88.1
Edson.....	351	284.98	90.6
Coronation.....	199	143.09	86.6
Drumheller.....	1,255	918.83	90.8
Hanna.....	416	309.61	89.2
Grouard.....	155	118.90	90.3
Peace River.....	144	109.87	90.
National Park.....	386	293.66	89.6
St. Paul.....	368	265.28	88.7
Big Valley.....	280	224.34	90.8
Calgary R.C.S.....	1,351	1,098.89	91.1
Edmonton R.C.S.....	2,264	1,728.44	90.1
Holy Cross R.C.S.....	45	31.09	91.6
Lethbridge R.C.S.....	599	508.55	92.7
Sacred Heart R.C.S.....	63	50.37	92.1
St. Martin's R.C.S.....	125	85.80	86.8
North Red Deer R.C.S.....	142	107.79	94.1
St. Michael's R.C.S.....	133	111.73	92.3
St. Louis R.C.S.....	186	146.23	90.1
Theressetta R.C.S.....	69	37.17	80.

Average of monthly percentages of Town Schools during the year
for the months actually operated..... 89.7
This shows a slight increase over the previous year.

TABLE 17.

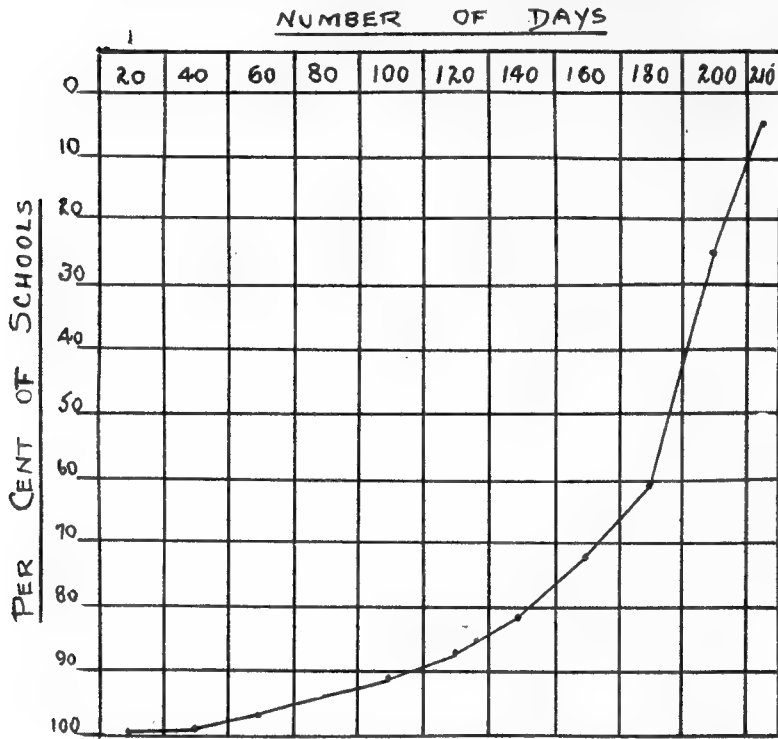
TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND
DAYS ACTUALLY OPERATED DURING THE YEAR.

	City and Town	Village	Rural	Total
Over 210 days.....	...	4	181	185
210 days and over 200.....	12	82	493	587
200 days and over 180.....	54	151	863	1,068
180 days and over 160.....	...	4	361	365
160 days and over 140.....	...	5	252	257
140 days and over 120.....	...	1	171	172
120 days and over 100.....	...	2	115	117
100 days and over 80.....	...	1	96	97
80 days and over 60.....	...	...	38	38
60 days and over 40.....	...	...	61	61
40 days and over 20.....	...	1	22	23
20 days and less.....	...	...	13	13
Totals.....	66	251	2,716	3,033

During the year 72.7 per cent. of the schools operated over 160 days, as against 72.5 per cent. last year.

TABLE 18.

GRAPH III.

SCHOOLS IN OPERATION 1924-25

This Graph is to be interpreted as follows:- NUMBER of Schools operating at least 20 days is 99.6%; at least 40 days is 98.8% at least 60 days is 96.8%, at least 80 days is 93.9% etc.

TABLE 19.

GRAPH IV.

DIAGRAM SHOWING THE ENROLMENT & AVERAGE ATTENDANCE
IN ALBERTA SCHOOLS FROM 1905-25 INCL.

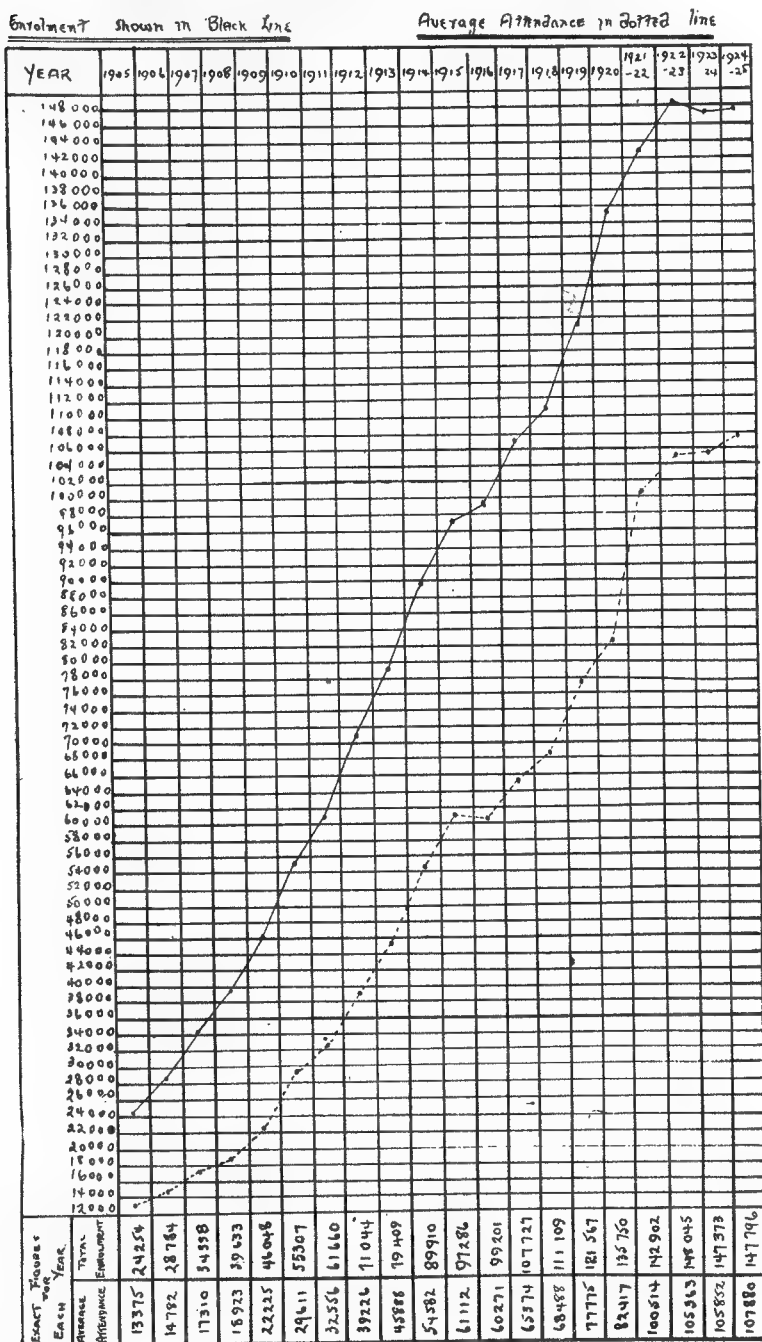


TABLE 20.

NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30, 1924, AND
JUNE 30, 1925, AND NUMBER OF DEPARTMENTS IN EACH.

Schools Having	Total Schools		Total Departments	
	June, 1924	June, 1925	June, 1924	June, 1925
1 Department.....	2,741	2,727	2,741	2,727
2 Departments.....	128	142	256	284
3 ".....	56	54	168	162
4 ".....	39	41	156	164
5 ".....	19	19	95	95
6 ".....	12	9	72	54
7 ".....	5	6	35	42
8 ".....	7	7	56	56
9 ".....	3	4	27	36
10 ".....	5	4	50	40
11 ".....	1	2	11	22
12 ".....	2	..	24	..
13 ".....	4	6	52	78
14 ".....	..	1	..	14
15 ".....	3	1	45	15
16 ".....	1	2	16	32
17 ".....	1	1	17	17
25 ".....	1	..	25	..
26 ".....	..	1	..	26
37 ".....	..	1	..	37
41 ".....	1	..	41	..
54 ".....	1	..	54	..
58 ".....	..	1	..	58
59 ".....	1	..	59	..
62 ".....	..	1	..	62
65 ".....	..	1	..	65
66 ".....	1	..	66	..
313 ".....	1	..	313	..
318 ".....	..	1	..	318
355 ".....	..	1	..	355
363 ".....	1	..	363	..
Totals.....	3,034	3,033	4,742	4,759

TABLE 21.

GRAPH IVa.

DIAGRAM SHOWING AVERAGE NUMBER OF PUPILS PER ROOM IN
ALBERTA SCHOOLS FROM 1905-25 INCL.

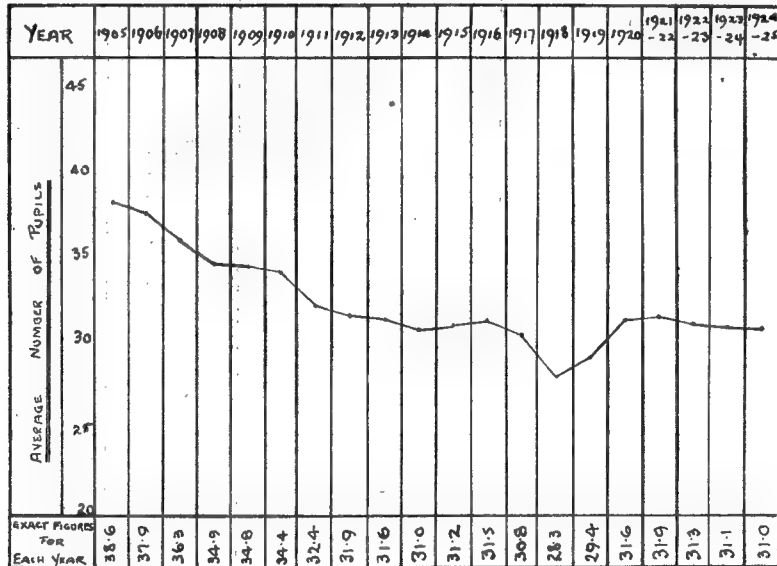


TABLE 22.

	1923-24	1924-25
1. Aggregate number of days attended during the year.....	19,642,394	20,306,182.5
2. Average number attending each day....	105,852.14	107,880.16
3. Average monthly percentage of attendance.....	87.25	87.44
4. Average number of days school was open during the year.....	184.68	184.71
5. Average number of days Pupils attended during the year.....	133.38	138.07
6. Average number of days lost by Pupils during the year.....	76.62	71.93
7. Percentage proportionate of total attendance to average attendance.....	71.83	72.99
8. Percentage proportionate of Secondary to Elementary grades.....	10.04	11.05

The length of the school year is practically the same as last year. The number of days attended by Pupils shows quite an improvement. The number of days lost by Pupils is based on a school year of 210 days. The actual time lost by Pupils is over 24 per cent. of the time the schools were in operation. Schools of Cities and Towns operated less than 200 days. Grades I to VIII (inclusive) are Elementary and Grades IX to XII are Secondary.

The percentage proportionate of total attendance to average attendance

has increased 1.16 per cent. The percentage proportionate of Secondary to Elementary grades shows an increase of over one per cent. The average monthly percentage of attendance has increased .19 per cent.

TABLE 23.

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905 TO 1925 (INCLUSIVE).

Year	No. of School Districts in existence	No. of School Districts in operation	No. of rooms in operation	Percentage of S.D. in operation	Average length of school year	Average monthly percent- age of attend- ance
1905	602	476	628	79.07	174.4	
1906	746	570	760	76.41	183.2	
1907	902	694	945	76.94	159.6	
1908	1,070	851	1,135	79.53	160.	
1909	1,250	970	1,323	77.60	163.2	
1910	1,501	1,195	1,610	79.60	158.3	
1911	1,784	1,392	1,902	77.90	157.	
1912	2,029	1,600	2,229	78.85	178.8	
1913	2,235	1,705	2,511	71.81	178.3	
1914	2,360	2,027	2,898	85.89	181.4	
1915	2,478	2,138	3,082	86.36	181.5	
1916	2,598	2,170	3,143	83.53	184.1	
1917	2,773	2,471	3,497	89.11	182.5	
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44

This comparative table shows how rapid has been Alberta's growth. It shows that in 1925 there were over six times as many districts in operation as in 1905, and the increase in rooms in operation has increased 7.6 times.

The fact that there is more regularity in attendance is indicated by the increase in the average monthly percentage of attendance. The data in this regard are not available for the time prior to 1918.

TABLE 24.

GRAPH V.

DIAGRAM SHOWING NUMBER OF SCHOOL DISTRICTS IN EXISTENCE
NUMBER OF SCHOOLS OPERATING & NUMBER OF ROOMS IN OPERATION
IN ALBERTA SCHOOLS FROM 1905-25 INCL

Number of School Districts Shown Thus

Number of Schools in Operation Shown Thus

Number of Rooms in Operation Shown Thus

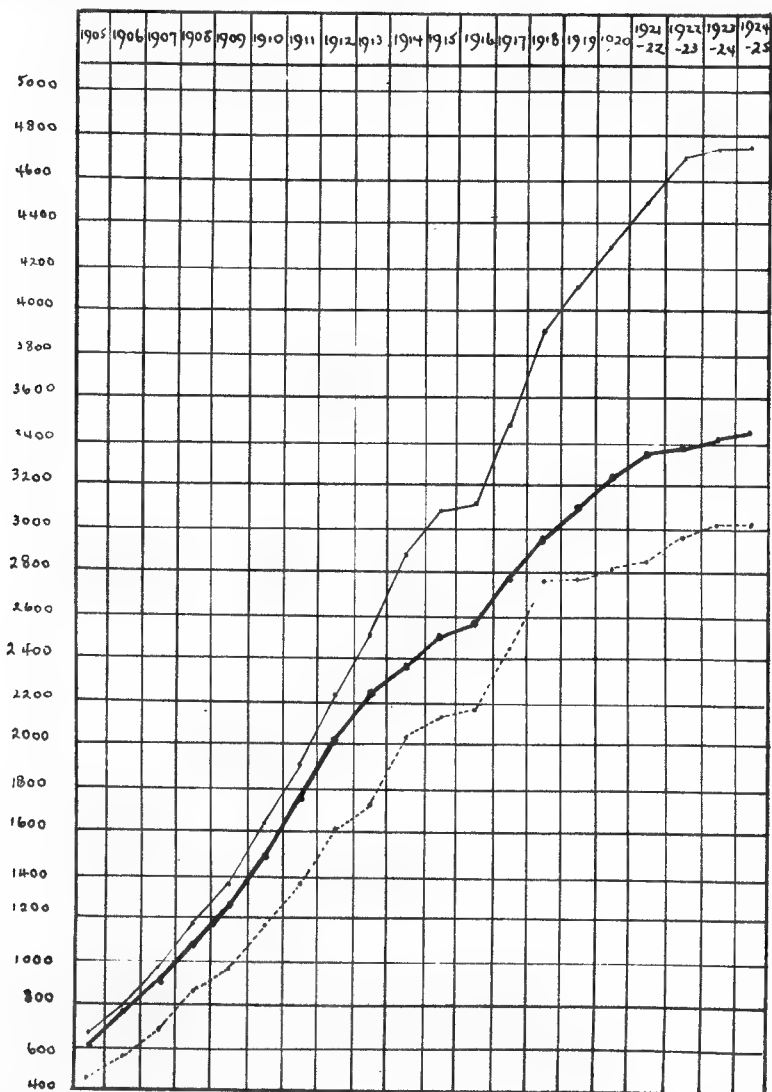


TABLE 25.
RECEIPTS AND DISBURSEMENTS.
SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1924.

RECEIPTS.	
Cash on hand January 1, 1924.....	\$ 1,250,345.55
Proceeds from Debentures.....	493,988.76
Taxes collected.....	8,327,326.95
Government Grants.....	1,054,732.93
Pupils' fees.....	94,963.15
Borrowed by Note.....	1,267,786.81
Amount advanced by Treasurers.....	4,061.73
Received from other sources.....	246,370.07
	\$12,739,575.95
DISBURSEMENTS.	
Teachers' Salaries.....	\$ 5,443,247.53
Official Salaries.....	305,913.61
Paid on Debentures.....	1,273,606.84
Paid on Notes (Renewals and Interest).....	1,727,404.90
School Buildings and Repairs.....	703,495.39
School Grounds.....	82,540.54
School Furniture.....	113,910.86
Library and Reference Books.....	26,061.07
Apparatus and Equipment.....	41,594.07
Supplies and Stationery.....	204,312.73
Caretaking and Fuel.....	770,784.12
Insurance.....	73,264.55
Other Disbursements.....	692,370.15
Balance on hand December 31, 1924.....	1,281,069.59
	\$12,739,575.95

TABLE 26.
COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1924.

Receipts	Town and Village Districts	Rural Districts
Cash on hand January 1, 1924.....	\$ 540,571.46	\$ 709,774.09
Proceeds from Debentures.....	453,318.20	40,670.56
Taxes collected.....	5,299,213.36	3,028,113.59
Government Grants.....	589,481.23	465,251.70
Pupils' Fees.....	67,090.14	27,873.01
Borrowed by Note.....	793,574.43	474,212.38
Amount advanced by Treasurers.....	1,044.64	3,017.09
Received from other sources.....	189,115.44	57,254.63
	\$7,933,408.90	\$4,806,167.05

Disbursements	Town and Village Districts	Rural Districts
Teachers' Salaries.....	\$3,259,852.46	\$2,183,395.07
Official Salaries.....	170,283.78	135,629.83
Paid on Debentures.....	1,043,803.49	229,803.35
Paid on Notes (Renewals and Interest).....	1,058,005.85	669,399.05
School Building and Repairs.....	546,636.43	156,858.96
School Grounds.....	32,372.21	50,168.33
School Furniture.....	54,225.66	59,685.20
Library and Reference Books.....	8,424.13	17,636.89
Apparatus and Equipment.....	21,414.02	20,180.05
Supplies, Stationery, etc.....	136,485.82	67,826.91
Caretaking and Fuel.....	556,879.86	213,904.26
Insurance.....	52,106.80	21,157.75
Other Disbursements.....	452,115.00	240,255.15
Balance on hand December 31, 1924.....	540,803.34	740,266.25
	\$7,933,408.90	\$4,806,167.05

TABLE 27.

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN, VILLAGE
AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1924.

Assets	Town and Village Districts	Rural Districts
Cash on hand.....	\$ 540,803.34	\$ 740,266.25
Arrears of Taxes due.....	2,660,887.20	2,514,934.36
Estimated Value of Land and Buildings.....	14,170,919.72	4,208,291.87
Estimated Value of Furniture and Apparatus..	1,464,657.54	1,031,228.06
Estimated Value of School Libraries.....	120,487.46	243,915.54
Other Assets.....	559,864.62	136,425.34
	\$19,517,619.88	\$ 8,875,061.42
Liabilities		
Teachers' Salaries.....	\$ 29,324.59	\$ 101,275.24
Debenture Indebtedness.....	10,046,852.33	1,017,571.65
Outstanding Accounts.....	986,346.47	792,304.66
Amount due Treasurers.....	932.54	2,136.68
Excess of Assets over Liabilities.....	8,454,163.95	6,961,773.19
	\$19,517,619.88	\$ 8,875,061.42

TABLE 28.

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1924.

ASSETS.	
Cash on hand.....	\$ 1,281,069.59
Arrears of Taxes due.....	5,175,821.56
Estimated Value of Land and Buildings.....	18,379,211.59
Estimated Value of Furniture and Apparatus.....	2,495,885.60
Estimated Value of School Libraries.....	364,403.00
Other Assets.....	696,289.96
	\$28,392,681.30
LIABILITIES.	
Teachers' Salaries.....	\$ 130,599.83
Debenture Indebtedness.....	11,064,423.98
Outstanding Accounts.....	1,778,651.13
Amount due Treasurers.....	3,069.22
Excess of Assets over Liabilities.....	15,415,937.14
	\$28,392,681.30
Total Insurance of Property.....	\$14,565,381.54

School District property is well protected by Insurance. The excess of Assets over Liabilities shows nearly a million dollar increase over the previous year.

TABLE 29.
COMPARATIVE COST OF EDUCATION.

	1923-24	1924-25
IN ALL SCHOOLS—		
Cost per Pupil per year according to enrolment.....	\$61.22	\$59.27
Cost per Pupil per year according to average attendance.....	83.74	81.20
Average cost per Pupil for each day in attendance.....	.455	.432
IN UNGRADED SCHOOLS—		
Cost per Pupil per year according to enrolment.....	52.56	52.52
Cost per Pupil per year according to average attendance.....	80.28	80.09
Average cost per Pupil for each day in attendance.....	.451	.436
IN GRADED SCHOOLS—		
Cost per Pupil per year according to enrolment.....	66.58	64.92
Cost per Pupil per year according to average attendance.....	86.23	81.98
Average cost per Pupil for each day in attendance.....	.442	.427
IN TOWN AND VILLAGE SCHOOLS—		
Cost per Pupil per year according to enrolment.....	53.14	52.75
Cost per Pupil per year according to average attendance.....	73.55	69.63
Average cost per Pupil for each day in attendance.....	.420	.390
IN CITY SCHOOLS—		
Cost per Pupil per year according to enrolment.....	80.46	78.84
Cost per Pupil per year according to average attendance.....	97.97	94.18
Average cost per Pupil for each day in attendance.....	.505	.476

This table shows a decrease in the cost of operation in all schools for 1924-25.

TABLE 30.

TABLE SHOWING TOTAL DISBURSEMENT, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND AVERAGE ATTENDANCE.

Year	Total Disbursement	Average Cost of Operation	Average Cost Per Pupil Based on Enrolment	Actual Cost Per Pupil Based on Average Attendance
1905	\$ 477,906.28	\$.....	\$.....	\$.....
1906	422,006.25	.....	.....	.....
1907	1,793,952.86	.....	.....	.....
1908	2,393,681.25	.....	.....	.....
1909	2,735,858.20	.....	.....	.....
1910	3,362,393.33	.....	.....	.....
1911	5,025,773.48	.....	.....	.....
1912	6,667,281.81	.....	.....	.....
1913	8,684,186.04	3,211,542.71	40.19	69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20

N.B.—Prior to 1913 information re Cost of Operation, etc., not available.

The cost of operation includes all salary payments, debenture coupons falling due during the year and paid, general maintenance, interest, etc., but does not include amounts borrowed by note or renewals, nor cost of buildings, grounds, etc., covered by debenture issues.

The average cost per pupil has decreased slightly this year.

TABLE 31.

TEACHERS' SALARIES, 1925.

RURAL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	228	\$2,600	\$840	\$1,112.47
First Female.....	496	2,000	840	1,037.37
Second Male.....	524	1,800	840	1,078.39
Second Female.....	1,631	1,400	720	1,006.43
Third Male.....	52	1,440	850	1,063.65
Third Female.....	132	1,200	785	978.99
Permit Male.....	17	1,200	600	963.23
Permit Female.....	25	1,200	630	941.60
*Pending Male.....	12	1,200	892	1,022.66
*Pending Female.....	24	1,100	840	982.04
Special Male.....	..	.....	...	.....
Special Female.....	..	.....	...	.....

*Teachers whose standing has not been determined for Alberta.

TABLE 32.
TOWN SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	204	\$3,500	\$1,000	\$2,292.00
First Female.....	329	3,000	800	1,494.49
Second Male.....	65	3,000	1,000	1,693.23
Second Female.....	581	2,300	700	1,362.88
Third Male.....	...	.....	...	.....
Third Female.....	8	1,600	960	1,143.75
Permit Male.....	...	.....	...	.....
Permit Female.....	3	840	840	840.00
*Pending Male.....	4	2,500	1,900	2,100.00
*Pending Female.....	4	1,700	1,080	1,272.50
Special Male.....	23	3,100	2,000	2,543.47
Special Female.....	16	2,900	1,300	2,006.25

*Teachers whose standing has not been determined for Alberta.

TABLE 33.
VILLAGE SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	34	\$2,700	\$1,100	\$1,569.11
First Female.....	27	1,500	750	1,109.62
Second Male.....	28	2,000	1,000	1,390.89
Second Female.....	78	1,700	650	1,131.02
Third Male.....	1	2,000	2,000	2,000.00
Third Female.....	6	1,200	650	916.66
Permit Male.....	...	.....	...	.....
Permit Female.....	...	.....	...	.....
*Pending Male.....	...	.....	...	.....
*Pending Female.....	...	.....	...	.....
Special Male.....	...	.....	...	.....
Special Female.....	...	.....	...	.....

*Teachers whose standing has not been determined for Alberta.

TABLE 34.

ROMAN CATHOLIC SEPARATE.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	6	\$1,935	\$1,000	\$1,326.00
First Female.....	40	2,150	600	1,162.42
Second Male.....	5	1,890	900	1,626.00
Second Female.....	68	1,800	600	1,060.94
Third Male.....	...	...	...	...
Third Female.....	1	1,100	1,100	1,100.00
Permit Male.....	...	...	...	...
Permit Female.....	...	...	...	...
*Pending Male.....	...	...	...	...
*Pending Female.....	3	1,080	840	973.33
Special Male.....	...	...	...	...
Special Female.....	...	...	...	...

*Teachers whose standing has not been determined for Alberta

TABLE 35.

CONSOLIDATED SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	36	\$2,760	\$1,100	\$1,639.02
First Female.....	31	1,800	1,000	1,247.58
Second Male.....	21	1,800	850	1,345.23
Second Female.....	100	1,620	900	1,051.10
Third Male.....	...	...	...	...
Third Female.....	...	...	...	...
Permit Male.....	...	...	...	...
Permit Female.....	...	...	...	...
*Pending Male.....	...	...	...	...
*Pending Female.....	1	1,380	1,380	1,380.00
Special Male.....	...	...	...	...
Special Female.....	...	...	...	...

*Teachers whose standing has not been determined for Alberta.

TABLE 36.
IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	508	\$3,500	\$ 840	\$1,656.67
First Female.....	923	3,000	600	1,214.90
Second Male.....	643	3,000	840	1,167.28
Second Female.....	2,458	2,300	600	1,098.20
Third Male.....	53	2,000	850	1,081.32
Third Female.....	147	1,600	650	986.23
Permit Male.....	17	1,200	600	963.23
Permit Female.....	28	1,200	630	930.71
*Pending Male.....	16	2,500	892	1,292.00
*Pending Female.....	32	1,700	840	1,030.00
Special Male.....	23	3,100	2,000	2,543.47
Special Female.....	16	2,900	1,300	2,006.25

*Teachers whose standing has not been determined for Alberta.

TABLE 36a.
AVERAGE SALARY OF TEACHERS 1925.

Average salary per year paid in Rural Schools.....	\$1,029.97
Average salary per year paid in Town Schools.....	1,598.70
Average salary per year paid in Village Schools.....	1,252.72
Average salary per year paid in Separate Schools.....	1,127.73
Average salary per year paid in Consolidated Schools.....	1,229.73
Average salary per year paid in All Schools.....	1,192.81

TABLE 37.
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR, FROM 1906
TO 1925 INCLUSIVE.

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	729	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.36	1,672,525.95	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,807	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,486,014.29	150,690.62	9,069,982.43
1918	48,880	62,229	28,961.28	39,527.37	2,860,351.67	5,652	2,964	191	14,863,976.33	191,387.86	8,827,883.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	*56,361	*67,967	*39,222.17	*50,179.18	*5,213,011.25	*5,320	*3,301	*86	*18,055,485.21	*301,364.86	*12,558,363.17
1921-22	66,211	76,691	41,892.60	58,621.94	*5,428,826.20	*5,787	*3,367	*73	*18,442,012.68	*331,581.11	*13,294,175.25
1922-23	67,730	80,315	44,110.73	61,253.16	*5,411,486.95	*5,669	*3,388	*27	*18,068,293.17	*337,289.08	*14,580,843.29
1923-24	67,455	79,918	44,138.26	61,713.88	*5,443,247.53	*5,727	*3,409	*24	*18,379,211.59	*364,403.00	*15,415,937.14
1924-25	68,175	79,621	44,709.80	63,170.36	.....	*4,864	*3,431	*22	.....	.....	.....

*For the June term only.

†For the calendar year.

The value of school buildings and grounds shows an increase over the previous year. The value of school libraries shows a large increase, while the excess of assets over liabilities shows nearly a million dollar increase.

TABLE 38.

SCHOOL DISTRICTS ERECTED DURING 1925.

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Forrest Grove...	4209	Jan. 14	67	18-19	4	S. C. McKenzie
Pleasant site.....	4210	Feb. 6	34	14-13	4	J. E. Claypool
Maple Lodge.....	4211	Feb. 24	48	11-12	4	J. Duncan
Hoselaw.....	4212	Mar. 24	59-60	7-6	4	John Hunt, Jr.
Brushy Lake.....	4213	Mar. 24	26-27	25-24	4	A. O. Hicks
Robb.....	4214	Mar. 31	49	21	5	J. H. McManus
Braehead.....	4215	Apr. 9	16	29-30-1	4-5	T. Waddell
Meadowside.....	4216	Apr. 9	29	28	4	Geo. Bennie
Bradshaw.....	4217	Apr. 24	4-5	22-23	4	John Allen
Everest.....	4218	May 7	52	5-4	5	Mr. Webster
Atlas.....	4219	June 19	25	19-20	4	A. Kaughman
Ramsay.....	4220	June 24	50	8	4	T. Henderson
Kirkcaldy.....	4221	July 9	16	24	4	A. J. Maisey
Shouldice.....	4222	July 9	20	22	4	G. E. Harp
Thorntonville.....	4223	July 9	64-65	26-27	4	F. R. Smith
Charron.....	4224	July 9	67-68	16-17	4	Jos. St. John
Fairyvale.....	4225	July 17	24-25	18-19	4	W. Carter
Mercoal.....	4226	July 28	48	22	5	A. W. Miller
Reno.....	4227	July 29	52-53	7-8	5	G. O. Lamoureux
Nickle Springs...	4228	July 30	27-28	18-19	4	John Jensen
Countess.....	4229	Aug. 10	21	17	4	J. Snape
Blue Spring.....	4230	Sept. 1	27	19-20	4	J. N. Kvass
Cottage Lake....	4231	Sept. 2	52	1-2	5	R. Speakman
Gwynne.....	4232	Sept. 9	46	22-23	4	C. Maygard
Waterton Park..	4233	Sept. 10	1	29-30	4	E. Haug
Nampa.....	4234	Oct. 12	81-82	20-21	5	V. Gauthier
New Yarrow.....	4235	Oct. 17	3-4	29-28	4	John Bonertz
Picture Butte...	4236	Oct. 24	10-11	21	4	J. A. Reck

SCHOOL DISTRICTS DISORGANIZED DURING 1925.

Yarrow.....	646	Oct. 19	4	28-29	4
Ard Beg.....	1922	June 4	37-38	15-16	4
Breedford.....	2792	Mar. 14	42-43	5-6	4
Sth. Bear Lake..	3855	Apr. 14	82-83	23-24	5
Hamlin.....	3903	Dec. 7	39	6	5
Prairie Echo....	4115	Sept. 5	76	15-16	5

TABLE 39.

REPORT OF PRIVATE SCHOOLS.

ELEMENTARY AND SECONDARY FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1925.

Number of schools reporting..... 24

	Male	Female	Total
Number of Teachers in residence.....	44	62	106
Number of Teachers not in residence.....	16	14	30
Number of Pupils in residence.....	600	518	1,118
Number of Pupils not in residence.....	328	658	986
Number of Pupils also enrolled in publicly controlled schools.....	28	53	81
Number of Pupils doing work of Elementary Grades.....	524	635	1,159
Number of Pupils doing work of Secondary Grades.....	350	525	875
Number of Pupils doing special work only.....	54	16	70

TOTAL ENROLMENT..... 2,104

Average Attendance..... 1,902.6

Average Number of Days School Operated..... 192.5

Length of Course in Years..... 4 to 12

SCHOOLS UNDER CONTROL OF—

(a) Church.....	10
Corporation.....	5
Society.....	3
Private Individuals.....	6
(b) Religious Denominations.....	18
Non-sectarian.....	6

TABLE 40.

TEACHERS' QUALIFICATIONS, CLASS OF WORK, ETC.

CLASS OF WORK:

	No. of Teachers
More than half time given to Elementary grades.....	71
More than half time given to Secondary grades.....	49
More than half time given to Technical, Special or Commercial work.....	16
	136

ACADEMIC QUALIFICATIONS:

M.A.....	1
M.A. & D.D., M.A. & B.D.....	6
M.A. & B.Sc.....	2
D.D.....	5
D.D. & LL.D.....	3
B.A.....	27
B.Sc., B.A. & B.Sc.....	5
University Graduates.....	12
First Class.....	4
Second Class.....	16
Special.....	15
Others.....	40
	136

YEARS OF EXPERIENCE:

1- 5 years.....	52
5-10 years.....	29
10-15 years.....	24
15-20 years.....	15
Over 20 years.....	16
	136

Average yearly salary of all Teachers..... \$1,149.56

TABLE 41.—PRIVATE SCHOOLS.
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY.
School Year Ended June 30th, 1925.

	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Grade I.....	Boys Girls	31 24	30 42	28 40	34 30	14 13	9 5	4 3	3 3	1 1	1 1	1							154 163
Grade II.....	Boys Girls		5 10	13 16	13 23	8 16	20 8	3 3	4 5	3 4	4	1							69 90
Grade III.....	Boys Girls		1 1	7 4	23 10	16 8	8 16	9 5	7 6	1 2	2 5	1 3	1						45 70
Grade IV.....	Boys Girls			4		10	13	11	11	6	4	3	2						65 87
Grade V.....	Boys Girls					4 16	20	18	13	7	5	2	1	1	2				57 68
Grade VI.....	Boys Girls			2		2 2	9	18	9	8	6	8	1						37 70
Grade VII.....	Boys Girls			1		1	1	10	14	12	6	7	1	2					27 36
Grade VIII.....	Boys Girls						2	3	4	8	8	2						1	70 51
Grade IX.....	Boys Girls						2	5	6	15	18	10	9	5	2	2	1		120 179
Grade X.....	Boys Girls						2	2	4	6	11	16	27	17	6	5	11	2	95 140
Grade XI.....	Boys Girls								3	13	28	31	36	21	18	4	3	7	106 128
Grade XII.....	Boys Girls									1	1	2	15	26	28	16	6	13	83 94
Total by Sex....	Boys Girls	31 24	36 53	41 63	56 70	48 73	63 62	56 69	70 68	57 60	67 77	68 109	94 114	84 100	64 83	37 47	28 42	28 62	928 1176
Grand Totals.....		55	89	104	126	121	125	125	138	117	144	177	208	184	147	84	70	90	2104

TABLE 42.

REPORT OF BUSINESS COLLEGES (PRIVATE)
FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1925.

Number of Business Colleges reporting..... 4

	Male	Female	Total
Number of Instructors.....	15	29	44
Number of Students enrolled.....	811	1,398	2,209
Number of Students in day courses.....	658	1,193	1,851
Number of Students in night courses (not also in day courses).....	153	205	358

AVERAGE NUMBER OF DAYS COLLEGES OPERATED:

For day courses.....	226
For night courses.....	73.5

AVERAGE NUMBER OF HOURS OF SESSION:

For day courses.....	5.33
For night courses.....	2.5

SYSTEMS OF SHORTHAND:

	Students
Pitman.....	332
Gregg.....	246

TABLE 43.

COURSES OR COMBINATION OF COURSES.

	Students During Year			
	Day Courses		Night Courses	
	Male	Female	Male	Female
ACADEMIC:				
Public School.....	35	30	10	15
High School.....	15	20	30	45
Correspondence.....	150	155	..	..
COMMERCIAL:				
Book-keeping.....	66	166	48	42
Shorthand.....	57	387	50	142
Penmanship.....	108	186	40	89
Office Routine.....	12	25	33	36
Rapid Calculation.....	30	10	21	7
Telegraphy.....	35	5	17	3
MUSIC AND EXPRESSION:				
(Day and Night Courses).....	300	660	..	..
Total.....	808	1,644	249	379

TUITION FEES:		By Month	For Course
Day courses.....	\$13.00-\$20.00		\$90.00-\$110.00
Night courses.....	6.00- 7.00		40.00
NORMAL TIME FOR GRADUATION:			
Day and Night courses.....	6 to 10 months		

TABLE 44.

STUDENTS IN EACH OF THE FOLLOWING BRANCHES OF SUBJECTS.

Subjects Offered	Students	
	Male	Female
Arithmetic.....	106	97
Book-keeping.....	114	208
Business Practice.....	86	257
Civics.....	15	50
Commercial Law.....	87	85
Correspondence.....	178	420
English Literature.....	25	75
English Composition.....	108	315
Filing.....	132	287
French.....	10	20
Business Papers.....	53	42
Office Routine.....	156	352
Penmanship.....	148	275
Rapid Calculation.....	51	17
Spelling.....	158	420
Adding Machine.....	19	34
Dictaphone.....	8	20
Mechanical Book-keeping.....	13	20
Mimeograph.....	10	30
Typewriting.....	158	420
Posting Machine.....	5	10

INDEX

	Page
Academic Examinations.....	32
Accommodation for High School Work.....	20
Adult Blind.....	16
Advanced Instruction in Rural Schools.....	68-74
Alberta Educational Association.....	28
Alberta Trustees' Association.....	28
Attendance—	
Aggregate Attendance.....	113
Attendance of Pupils in High School Grades.....	11
Attendance of Pupils by months.....	112
Attendance of Pupils in Town Schools.....	114
Attendance of Pupils in Roman Catholic Separate Schools.....	115
Average Age of Pupils completing Grade VIII.....	106
Average Attendance.....	118
Classification of Pupils.....	107
Comparative Statement of Attendance in Graded and Ungraded Schools.....	107
Distribution of Pupils by Sex, Grade and Age.....	109
Enforcement of Attendance Act.....	85
Operation of Schools.....	86
Pupils leaving School at 15 years of age.....	111
Period of Attendance during Year.....	114
School Attendance Act.....	66, 85
Warning Notices.....	85
Blind Students.....	15
Bonds on School District Treasurers.....	17
Buildings.....	96
Business Colleges.....	134
Calgary Normal School.....	37
Camrose Normal School.....	48
Canadian National Institute for the Blind.....	16
Certificates granted by the Department.....	31, 34, 39
City and Town Schools.....	114
Commercial Courses.....	134
Comparative Cost of Education.....	125
Consolidated High Schools.....	70
Consolidation.....	73
Contracts for School Buildings.....	95
Conventions and Institutes.....	28, 76
Correspondence Courses.....	13, 25, 99
Cost of Education.....	126
Curricula.....	20, 27
Deaf Students.....	15
Debentures.....	94

INDEX

139

	Page
Departmental Examinations.....	30
Diplomas Issued.....	33
Enforcement of Attendance Act.....	85
Evening Classes.....	99, 103
Examinations—	
Centres for Examinations.....	38
Examinations for Grades VIII, IX, X, XI and XII.....	11, 30, 32
Free Readers.....	93
French Course.....	27
Grants paid to School Districts.....	123
High School—	
Curriculum.....	20, 27
Examinations.....	11, 30
Grades in Rural Schools.....	68-74
Inspection.....	19
Inspection—	
Duties of Inspectors.....	50
Equipment of Teachers.....	55
Evidences of Progress and Advancement.....	80
General Conditions.....	51
Grading of Teachers.....	56
Inspection of City Schools.....	50
Inspection of High Schools.....	19
Inspectoral Divisions.....	51
Official Trusteeships.....	74
Operation of Schools.....	61
Personnel of Staff.....	51
Quality of Instruction.....	55
Reports of Inspectors.....	55
Salaries of Teachers.....	56
School Attendance.....	66
School Fairs and Sports Days.....	76
Supervision of Class-room Instruction.....	55
Institute of Technology and Art.....	99
Joint Operation of Schools.....	87
Libraries Branch—	
Free Readers.....	93
Library Grant.....	89
Mail Order Department.....	92
Publications.....	90
Reference Books.....	90
Teachers' Conventions.....	92
Loans to School Districts.....	17, 65
Loans to Teachers-in-training.....	16
Non-English Speaking Districts.....	81, 84
Normal Schools—	
Attendance.....	12, 24
Calgary.....	37
Camrose.....	48

	Page
Official Auditors.....	17
Official Trustees.....	74
Operation of Schools.....	62-66, 86, 116-121
Physical Training.....	13, 21, 27
Plans for School Buildings.....	95
Practice Schools.....	40
Private Schools.....	132
Progress in Education.....	80
Provisional Certificates.....	12, 31, 35
Qualifications of Teachers.....	56, 133
Reading Course for Teachers.....	24
Regulations Governing Departmental Examinations.....	30
Reports of Inspectors.....	55
Rural High Schools.....	13, 22
Salaries of Teachers.....	32, 56, 126
School Attendance.....	66, 112, 114
School Attendance Act.....	66, 85
School Buildings destroyed by fire.....	95
School Buildings erected during Year.....	96
School Districts—	
Assets and Liabilities.....	124, 125
Disorganized.....	131
Erected during Year.....	131
Receipts and Disbursements.....	123
Total Number.....	113
School Fairs and Sport Days.....	76
School Libraries.....	89
Secondary Schools—	
Academic, Commercial Technical and Special Courses.....	134
Distribution of Pupils by Sex, Grade and Age.....	109
Enrolment.....	11, 20
Inspection.....	19
Quality of Teaching.....	19
Secondary Education in Rural Schools.....	22, 68
Secondary Education in Urban Schools.....	19, 72
Secondary School Curriculum.....	11, 20, 27
Statistics—	
Assets and Liabilities of School Districts.....	124, 125
Attendance in Town Schools.....	114
Attendance in Roman Catholic Separate Schools.....	115
Attendance of Pupils month by month.....	112
Average Age of Pupils.....	108
Average Salary of Teachers.....	129
Business Colleges.....	134
City and Town Schools.....	114
Classification of Pupils.....	107
Comparative Cost of Education.....	125
Comparative Statement of Attendance and Classification.....	107

	Page
Cost per Pupil based on Enrolment and Average Attendance.....	125
Distribution of Pupils by Sex, Grade and Age.....	109
Enrolment, Average Attendance and Teachers' Salaries.....	130
Graphs.....	110, 113, 117, 118, 120, 122
Percentage of Enrolment of All Grades.....	105
Period of Attendance.....	114
Private Schools.....	132-135
Pupils leaving School at the age of 15.....	111
Receipts and Disbursements of School Districts.....	123
School Districts.....	113, 121, 131
Schools in Operation.....	116-122
Teachers' Salaries.....	56, 126
Total Cost of Education.....	126
Sub-normal Pupils.....	16
Summer School for Teachers.....	25
Supply and Permanency of Teachers.....	12, 31, 61
Teachers' Bureau.....	31
Teachers' Certificates.....	34
Teachers' Residences.....	95
Technical Education.....	97
Correspondence Department.....	99
Day Classes.....	100
Edmonton Technical School.....	103
Enrolment at Institute.....	99
Evening Classes.....	99, 103
Staff of Institute.....	101
Vocational Education.....	103
Trustees' Meetings.....	78
Two-room Rural Schools.....	12, 68, 96
Warning Notices re Attendance.....	85

